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A FOLLOW-UP STUDY OF GRADUATES OF THE SCHOOL FOR THE DEAF.
STUDIES OF CHILDREN WITH PHYSICAL HANDICAPS, NUMBER 7.
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A QUESTIONNAIRE OF 129 ITEMS (MOSTLY MULTIPLE CHOICE OR SHORT ANSWER) WAS SENT TO FORMER STUDENTS WHO WERE GRADUATED BETWEEN 1908 AND 1958 FROM THE SCHOOL FOR THE DEAF (JUNIOR HIGH SCHOOL 47 MANHATTAN) IN NEW YORK CITY. THE QUESTIONNAIRE GATHERED INFORMATION ON FAMILY BACKGROUND, SCHOOL HISTORY, OCCUPATION, HEARING AND SPEECH, LEISURE TIME ACTIVITIES, AND SOCIAL RELATIONSHIPS. RESPONSES RECEIVED FROM 646 GRADUATES ARE COMPILED IN 70 TABLES. RESULTS INDICATE THAT THE AVERAGE GRADUATE HAS AN ADEQUATE JOB, LIKES HIS JOB, HAS BOTH DEAF AND HEARING FRIENDS AND FELLOW EMPLOYEES, HAS IMPROVED IN SPEECH AND LIPREADING, COMMUNICATES WITH OTHERS, AND LIKES LEISURE TIME ACTIVITIES SIMILAR TO THOSE OF HEARING PEOPLE. RECENT GRADUATES APPEAR TO BE BETTER ADJUSTED THAN OLDER GRADUATES. (MY)

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with Physical Handicaps • No. 7

A FOLLOW-UP STUDY OF GRADUATES OF THE SCHOOL FOR THE DEAF

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I. J. W. Wrightstone, J. Justman, and S. Moskowitz: *The Child with Cardiac Limitations.* Publication No. 32, Bureau of Educational Research, Board of Education of the City of New York, June 1953.

II. J. W. Wrightstone, J. Justman, and S. Moskowitz: *The Child with Orthopedic Limitations.* Publication No. 33, Bureau of Educational Research, Board of Education of the City of New York, June 1954.

III. J. S. Livingston, J. Justman, and H. B. Gilbert: *Sixth Grade Children with Visual Handicaps Enrolled in Sight Conservation Classes.* Publication No. 34, Bureau of Educational Research, Board of Education of the City of New York, April 1955.

IV. J. Justman, S. Moskowitz, M. L. Nass, and L. Alpert: *The Integration of Deaf Children in a Hearing Class.* Publication No. 36, Bureau of Educational Research, Board of Education of the City of New York, March 1956.

V. J. Justman and S. Moskowitz: *The Integration of Deaf Children in a Hearing Class: the Second Year.* Publication No. 38, Bureau of Educational Research, Board of Education of the City of New York, Sept. 1957.

VI. J. Wayne Wrightstone, J. Justman, S. Moskowitz, G. Forlano, J. Colligan: *Adolescents with Cardiac Limitations.* Publication No. 41, Bureau of Educational Research, Board of Education of the City of New York, Jan. 1961.

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STUDIES OF CHILDREN WITH PHYSICAL HANDICAPS

VII. A FOLLOW-UP STUDY OF GRADUATES OF THE SCHOOL FOR THE DEAF

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TABLE OF CONTENTS

CHAPTER PAGE

PREFACE 1

I. INTRODUCTION 4
  A. Origin of the present study 4
  B. Purpose of the study 5
  C. Procedure for gathering the data 5
  D. The population 6
  E. The School for the Deaf 6

II. THE FINDINGS 8
  A. Family Background 8
  B. School History 18
  C. Occupational Conditions 29
  D. Hearing and Speech 46
  E. Leisure Time Activities 52
  F. Social Relations 54

III. SUMMARY AND DISCUSSION 69
  A. Family Background 69
  B. School History 70
  C. Occupational Conditions 72
  D. Hearing and Speech 74
  E. Leisure Time Activities 75
  F. Social Relations 75
  G. A Final Word 76

APPENDIX 78

PREFACE

As one of their major functions, the Bureau of Educational Research and the Bureau of Educational Program Research and Statistics carry on extensive appraisals and surveys of one or another of the many facets of the educational program. Continuous study of school practices and of the abilities and characteristics of children is important; through such information the New York City schools can plan the kind of educational program that best meets the needs of their children.

The study of graduates of the School for the Deaf described in this report is unique in that the School is the only special day school for children with physical handicaps in the New York City public school system. With the exception of certain schools located in hospitals, convalescent homes, and institutions, classes for pupils with other kinds of physical handicaps are located in regular schools throughout the city. The special unified provision for deaf pupils made feasible this study, which might otherwise have been impossible.

The study reported here was carried on by the two Bureaus in cooperation with the School for the Deaf (Junior High School 47 Manhattan). It was initiated at the request of Miss Harriet McLaughlin, then principal of the school. The data could not have been gathered without the devoted and energetic activity of Miss McLaughlin and her staff in locating those who had graduated from the school during its first half-century of existence and in sending out and getting back the questionnaires. The questionnaire used in this study was originally developed by Miss McLaughlin and revised by members of the staff of the Bureau of Educational Program Research.

This report was issued in mimeographed form in 1963. Because of wide demand, the decision was made to issue it in printed form.

Appreciation is also extended to the following agencies, which permitted their files to be used in determining the present whereabouts of the graduates.

The Apostolate of the Deaf
The Catholic Deaf Center of New York
The Division of Vocational Rehabilitation
The Jewish Society of the Deaf
The Merry Go Rounders
The Psychiatric Institute for the Deaf

J. WAYNE WRIGHTSTONE
Assistant Superintendent

A FOLLOW-UP STUDY OF GRADUATES OF THE SCHOOL FOR THE DEAF

1. INTRODUCTION

Since 1949 a series of studies of physically handicapped children has been carried on by the Bureau of Educational Research of the New York City Board of Education. These studies have concerned the status of various groups of handicapped children and of the programs provided for them in the New York City public schools. Though one of the studies did follow a large group with cardiac limitations through four years of secondary education, none has attempted to find out what happens to handicapped children after they leave school. The study reported here is the first of the series to look at the postgraduate career of one of the many different groups of handicapped children educated in the New York City public schools—the deaf children.

A. ORIGIN OF THE PRESENT STUDY

Concern about the future of the deaf child is frequently expressed by those involved in planning, administering, and carrying through his education. Perhaps even more than teachers of nonhandicapped children, the teachers of the handicapped feel emotional involvement in the progress and ultimate success of their pupils. Understandably, they wonder what the future has in store for the children they teach in terms of social satisfaction and economic independence.

Curriculum, instructional methods, guidance for the deaf, are all predicated not only on children's present needs but also on their presumed future needs. Knowledge about the status of adults who had had education in a special school for the deaf might be expected to supply cues to the future educational and guidance programs for deaf children.

For such reasons, the principal of the School for the Deaf and members of her staff expressed, from time to time, the wish that information could be gathered about the previous graduates of the School. Since this population is large and scattered geographically, the undertaking posed discouraging problems and was superseded by more pressing undertakings for a long time.

The wheels were finally set in motion by the arrival of the fiftieth anniversary of the School for the Deaf. The celebration of this anniversary included among other events, a large dinner at a leading hotel. Announcements by the School brought forth an enthusiastic response from hundreds of Old Grads, including many who lived at a distance from New York. The success of the dinner decided the principal of the school to set the study of the graduates in motion. Accordingly, she requested the cooperation of the Bureau of Educational Program Research and Statistics in undertaking the study.

B. PURPOSE OF THE STUDY

The study was designed to gather as much information as was feasible about graduates of the School for the Deaf in the following areas:

1. Family Background: parents, siblings, spouse, children
2. School History: extent of schooling, type of schooling, extracurricular activties
3. Occupation: work experience, income, job getting, job satisfaction, speech requirements
4. Hearing and Speech: changes since graduation, use of hearing aids
5. Leisure Time Activities
6. Social Relationships

C. PROCEDURE FOR GATHERING THE DATA

1. The Questionnaire

The data for the study were gathered by means of a questionnaire that was mailed to the homes of the graduates.

It consisted of 129 items, which for the most part called for a response of a check or a word or two. Responses written in by the graduates were coded for ease in tabulation. The questionnaire responses were anonymous.

D. THE POPULATION

From its past and current records, the School constructed a list of its graduates during its first fifty years (1908-1958). As would be expected, the task of determining the current addresses of these graduates demanded labor and ingenuity on the part of the personnel of the School. Many of the graduates had moved many times, some to distant places. Many of the female graduates had married, and their new names were not available. As questionnaires were returned by the post office for incorrect address, further efforts were made to obtain addresses through inquiry to other graduates.

In addition to utilizing its own files, the School obtained current addresses of a number of graduates by obtaining permission to search the files of community agencies that service deaf people.

Table 1 presents an analysis of the study population as of the time of the final processing of the obtained data. During its first fifty years, the School graduated 1421 pupils. Completed questionnaires were received from 646 (45.5%) of this total, ranging from a low of 31.1 per cent for period 1920-1929 to a high of 58.3 per cent for 1950-1958. An additional 47 graduates were reported as deceased, and 6 as mentally ill. These figures are, of course, minimal, since inability to obtain the correct addresses precluded the delivery of the questionnaire in well over 400 cases.

TABLE 1

NUMBER OF RESPONDENTS REPORTING GIVEN YEAR OF GRADUATION FROM SCHOOL FOR THE DEAF

Year	Number of Graduates	Respondents Men	Respondents Women	Total	Per Cent
Before 1920	**64**	**16**	**12**	**28**	**43.8**
1920-1929	**222**	**29**	**40**	**69**	**31.1**
1930-1939	**342**	**65**	**56**	**121**	**35.4**
1940-1949	**412**	**123**	**83**	**206**	**50.0**
1950-1958	**381**	**129**	**93**	**222**	**58.3**
Total	**1,421**	**362**	**284**	**646**	**45.5**

E. THE SCHOOL FOR THE DEAF

The School for the Deaf (also known as Junior High School 47 Manhattan) was established in 1908 as an eight-grade public school with a kindergarten. Opening with a total enrollment of 47 children, it was the first nonresidential school for the deaf in New York City. Its pupils were admitted as young as five years of age, but many were older when first admitted. In 1940 a ninth grade was added, and in 1942 a pre-school. Thus, at the present time, children may enter the school as young as two years eight months.

The School serves all five boroughs of New York City. Free school bus transportation is provided.

The course of study used at the School is designed to include all curriculum areas commonly found in a regular school. In addition, it specializes in certain types of training to meet the needs of the deaf: lip reading, auditory training, the development of speech, and the development of language.

From its inception, the School has favored teaching oral communication rather than the manual method (sign language) or finger spelling. It was felt that dependence upon signs and gestures restricts the deaf person to communication only with those who can use these methods. At the present time, the School favors extending the oral method to include use of any residual hearing in developing speech.

The basic curricular areas are supplemented, mainly in the junior high school, by Industrial Arts shops (metal and jewelry, home economics, dressmaking, graphic arts, industrial design, and woodworking); typewriting; Spanish for certain pupils. Group and individual guidance services include choice of high school and vocational counselling. Some counselling is continued after transfer into regular high schools. Some high schools have special classes for deaf students, while others do not.

Not all the School's pupils remain there through the ninth grade. Those who make exceptionally good progress in speaking, lip reading, and the basic school subjects, and who seem to have a good chance for adjustment, are transferred to regular schools in the elementary grades. Itinerant teachers from the School for the Deaf help these pupils with problems of adjustment to a regular school situation, and give needed additional coaching and instruction for some time.

The school also makes special provision for certain deaf pupils who have additional serious handicaps. These include the mentally retarded and the cerebral palsied. In 1949, special classes were established for aphasic pupils who, while not deaf, are unable to communicate.

II. THE FINDINGS

A. FAMILY BACKGROUND

1. Place of Birth

Taken as a group, all but a small proportion of the graduates of the School for the Deaf were born in New York City (Table 2). As one would expect, the proportion of graduates born in New York City showed a rise in each decade up to 1950, while that of graduates born outside of continental United States decreased. It is only in the 1950-1958 period that this trend is reversed, and the proportion of graduates born in New York City falls, while that of foreign-born graduates rises. In some measure, this change may be attributed to the classification of graduates born in Puerto Rico with the foreign-born subgroup. It should be noted, however, that a reversal in the general trend would have appeared had the graduates born in Puerto Rico been considered separately.

TABLE 2

NUMBER AND PER CENT OF GRADUATES OF SCHOOL FOR THE DEAF REPORTING GIVEN BIRTHPLACE

Year of Graduation Before 1920	New York City		Metrop. Area		Cont. U.S.		Puerto Rican or Foreign	
	N	Per Cent	N	Per Cent	N	Per Cent	N	Per Cent
Men	10	62.5			2	12.5	4	25.0
Women	8	66.7			1	3.3	3	25.0
Total	18	64.3			3	10.7	7	25.0
1920-1929								
Men	21	72.4	5	17.2	1	3.4	2	6.9
Women	31	77.5	2	5.0	2	5.0	5	12.5
Total	52	75.4	7	10.1	3	4.3	7	10.1
1930-1939								
Men	59	90.8	1	1.5	1	1.5	4	6.2
Women	47	83.9	2	3.6	6	10.7	1	1.8
Total	106	87.6	3	2.5	7	5.8	5	4.1
1940-1949								
Men	114	92.7	4	3.3	3	2.4	2	1.6
Women	78	94.0	2	2.4	2	2.4	1	1.2
Total	192	93.2	6	2.9	5	2.4	3	1.5
1950-1958								
Men	110	85.3	2	1.6	7	5.4	10*	7.8
Women	78	83.9			6	6.5	9*	9.7
Total	188	84.7	2	0.9	13	5.9	19**	8.6
Total								
Men	314	86.7	12	3.3	14	3.9	22*	6.1
Women	242	85.2	6	2.1	17	6.0	19*	6.7
Total	556	86.1	18	2.8	31	4.8	41**	6.3

*Includes 4 graduates born in Puerto Rico
**Includes 8 graduates born in Puerto Rico

2. Birthplace of Parents

The majority of the parents of graduates of the School for the Deaf are foreign-born (Table 3). Here, too, a definite trend may be observed over the years. In each decade, the relative proportion of parents born in the United States rose, but, in the 1950-1958 period, the majority of both fathers and mothers of the graduates were born in this country.

An interesting commentary on cultural patterns is evident in the data—the proportion of foreign-born fathers is higher than that of foreign-born mothers, showing a greater tendency of American-born women than men to marry a foreign-born person.

TABLE 3

BIRTHPLACE OF PARENTS, AS REPORTED BY GRADUATES OF SCHOOL FOR THE DEAF

Year of Graduation	Born in U.S.		Puerto Rican or Foreign-Born		Not Given	
	Father	Mother	Father	Mother	Father	Mother
Before 1920						
Number	5	6	22	19	1	3
Per Cent	17.9	21.4	78.6	67.9	3.6	10.7
1920-1929						
Number	20	17	49	52		
Per Cent	29.0	24.6	71.0	75.4		
1930-1939						
Number	34	38	87	83		
Per Cent	28.1	31.4	71.9	68.6		
1940-1949						
Number	79	87	127	119		
Per Cent	38.3	42.2	61.7	57.8		
1950-1958						
Number	122	140	97	80	3	2
Per Cent	55.0	63.1	43.7	36.0	1.4	0.9
Total						
Number	260	288	382	353	4	5
Per Cent	40.2	44.6	59.2	54.6	0.6	0.8

3. Family Constellation

Most frequently, the graduate of the School for the Deaf has been a member of a family with two children (Table 4). The number of children in a family, however, shows a very wide range. A male graduate, for example, indicated that he was the eleventh in a family with 16 children, and one woman reported that she was the twelfth child in a family of 13. On the other hand, 54 (15.1%) of the male graduates and 55 (19.5%) of the female graduates reported that they were the only children in their families (Tables 4 and 5).

TABLE 4

Ordinal Position in Family, As Reported by Male Graduates of School for the Deaf

Total Children in Family	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	Total
One	54											54
Two	57*	62										119*
Three	23	23	25									71
Four	14*	8	4	17								43*
Five	4	5	7	5	9							30
Six		2	3	2	2	3						12
Seven	1	2		2	5	4						14
Eight	1				1	1	1	5				9
Nine					1			2	2			5
Ten												0
Sixteen											1	1
Total	154	102	39	26	18	8	1	7	2	0	1	358**

*One twin sibling reported.
**Data not reported in four instances.

TABLE 5

Ordinal Position in Family, As Reported by Female Graduates of School for the Deaf

Total Children in Family	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
One	55												55
Two	41	36											77
Three	22	13*	22										57*
Four	10	6	10	12*									38*
Five	4	4	5	3	12								28
Six	2	3			1								6
Seven	1		2	1	1	2	4						11
Eight	1		1			1	2						5
Nine		1						1					2
Ten										1			1
Eleven									1				1
Twelve													
Thirteen												1	1
Total	136	63	40	16	14	3	6	1	1	1		1	282**

*One twin sibling reported.
**Data not reported in two instances

It is of interest to note that in 307 cases, 177 males and 130 females, the deaf child was the last-born child in the family. This represents 49.4 per cent of the male graduates, 46.1 per cent of the female graduates, and 48.0 per cent of the total group of graduates. One may well wonder whether the disability in the last-born child is related to a decision to limit the size of the family, or whether the high proportion of last-born children in the total group gives credence to the common observation that older parents give birth to a higher proportion of deaf children.

4. Hearing Status of Parents and Siblings

In all but a few instances, the graduate of the School for the Deaf reported that both of his parents had normal hearing. Of the 646 families for whom these data were reported, only 31 (4.8%) of the fathers and only 20 (3.1%) of the mothers were deaf (Table 6).

TABLE 6

HEARING STATUS OF PARENTS, AS REPORTED BY GRADUATES OF SCHOOL FOR THE DEAF

	Deaf Parent				Hearing Parent			
	Father		Mother		Father		Mother	
Year of Graduation	N	Per Cent	N	Per Cent	N	Per Cent	N	Per Cent
Before 1920					28	100.0	28	100.0
1920-1920	5	7.2	5	7.2	64	92.8	64	92.8
1930-1939	7	5.8	2	1.7	114	94.2	119	98.3
1940-1949	8	3.9	8	3.9	198	96.1	198	96.1
1950-1958	11	5.0	5	2.3	211	95.0	217	97.7
Total	31	4.8	20	3.1	615	95.2	626	96.9

A larger number of the graduates reported having one or more siblings who were deaf. Of the 362 male graduates, 49 (13.5%) reported having one or more deaf siblings, and of the females, 40 (14.1%). In 86.2 per cent of the total group of respondents, the graduate was the only deaf child in the family (Table 7).

Inspection of the tables shows no particular trend through the decades with respect to deaf parents or siblings.

TABLE 7

HEARING STATUS OF SIBLINGS, AS REPORTED BY GRADUATES OF SCHOOL FOR THE DEAF

Year of Graduation	No Deaf Sibling N	No Deaf Sibling Per Cent	One Deaf Sibling N	One Deaf Sibling Per Cent	Two Deaf Siblings N	Two Deaf Siblings Per Cent	Three Deaf Siblings N	Three Deaf Siblings Per Cent
Before 1920								
Men	15	93.8	1	6.2				
Women	11	91.7			1	8.3		
Total	26	92.9	1	3.6	1	3.6		
1920-1929								
Men	23	79.3	5	17.2	1	3.4		
Women	31	77.5	8	20.0			1	2.5
Total	54	78.3	13	18.8	1	1.4	1	1.4
1930-1939								
Men	58	89.2	7	10.8				
Women	48	85.7	5	8.9	3	5.4		
Total	106	87.6	12	9.9	3	2.5		
1940-1949								
Men	104	84.6	16	13.0	3	2.4		
Women	73	88.0	9	10.8	1	1.2		
Total	177	85.9	25	12.1	4	1.9		
1950-1958								
Men	113	87.6	12	9.3	3	2.3	1	0.8
Women	81	87.1	9	9.7			3	3.2
Total	194	87.4	21	9.5	3	1.4	4	1.8
Total								
Men	313	86.5	41	11.3	7	1.9	1	0.2
Women	244	85.9	31	10.9	5	1.8	4	1.4
Total	557	86.2	72	11.1	12	1.9	5	0.8

5. Parental Occupation

The fathers of the graduates were reported as engaged in a wide variety of occupations, and included a member of Congress as well as unskilled laborers. When these occupations are classified into six categories (Table 8), it appears that the father of the graduate is most often a skilled worker. Of the 646 fathers, 327 (50.6%) are placed in this category. The next largest category, accounting for 12.8 per cent of the fathers, includes persons who own their own business, followed closely by 11.3 per cent engaged in professional or managerial pursuits. White collar workers, unskilled laborers, and persons engaging in service occupations form very small subgroups within the total group of fathers.

TABLE 8

Occupation of Father, As Reported by Graduates of School for the Deaf

Occupation	Before 1920	1920-1929	1930-1939	1940-1949	1950-1958	Total
Professional; Managerial						
Number	5	11	9	20	28	73
Per Cent	17.9	15.9	7.4	9.7	12.6	11.3
Business Proprietor						
Number	6	11	22	24	20	83
Per Cent	21.4	15.9	18.2	11.7	9.0	12.8
White Collar						
Number	2	2	7	11	12	34
Per Cent	7.1	2.9	5.8	5.3	5.4	5.3
Skilled Labor						
Number	11	33	52	100	131	327
Per Cent	39.3	47.8	43.0	48.5	59.0	50.6
Unskilled Labor						
Number		1	5	5	5	16
Per Cent		1.4	4.1	2.4	2.3	2.5
Service Occupation						
Number	1	1	8	12	3	25
Per Cent	3.6	1.4	6.6	5.8	1.4	3.9
Not Given						
Number	3	10	18	34	23	88
Per Cent	10.7	14.5	14.9	16.5	10.4	13.6

As one would expect, the major occupational classification reported for mothers of graduates (Table 9) is that of housewife, which accounts for 68.3 per cent of the total group of occupations. Fifteen per cent of the respondents reported that their mothers are skilled laborers, generally in the garment trades.

An amusing sidelight should be reported: one respondent indicated that his father was a "real estate operator" and mother "played the stock market."

6. Marital Status

More than one-half (53.9%) of the graduates of the School for the Deaf are married (Table 10). A larger proportion of the women than men are married (men—48.1%; women—61.3%). In all but the last decade, the proportion of single men and women is relatively low. Even in the 1950-1958 group, however, three of every 10 women are married.

Eight of the men, three who graduated in the 1940's and three who graduated in the 1950's, also indicated that they were engaged.

TABLE 9

Occupation of Mother, As Reported by Graduates of School for the Deaf

Occupation	Before 1920	1920-1929	1930-1939	1940-1949	1950-1958	Total
Professional; Managerial						
Number		1	1	3	9	14
Per Cent		1.4	0.8	1.5	4.1	2.3
Business Proprietor						
Number		1				1
Per Cent		0.8				0.2
White Collar						
Number		1	1	3	6	11
Per Cent		1.4	0.8	1.5	2.7	1.7
Skilled Labor						
Number	4	4	12	39	38	97
Per Cent	14.3	5.8	9.9	18.9	17.1	15.0
Unskilled Labor						
Number			1	1		2
Per Cent			0.8	0.5		0.3
Service Occupation						
Number			2	5		7
Per Cent			1.7	2.4		1.1
Housewife						
Number	22	53	93	133	140	441
Per Cent	78.6	76.8	76.9	64.6	63.1	68.3
Not Given						
Number	2	10	10	22	29	73
Per Cent	7.1	14.5	8.3	10.7	13.1	11.3

It is of interest to note that there seems to be a very low incidence of broken marriages among this group of respondents. Only 23 respondents, 3.6 per cent of the total group of individuals who reported marriages, have separated or have been divorced from their spouses.

7. Hearing Status of Spouse

Does the deaf person usually marry someone who is deaf? An answer to this question for the graduates of the School for the Deaf is provided by the data in Table 11.

A large majority of the graduates of the School for the Deaf have married someone who is deaf. Of the total group of married respondents, 72.5 per cent have chosen a deaf person as a marital partner; the deaf women have been slightly more prone to marry a deaf person than the deaf men (women—74.3%; men—70.8%). It should be noted, how-

TABLE 10

MARITAL STATUS, AS REPORTED BY GRADUATES OF SCHOOL FOR THE DEAF

Marital Status	Before 1920 N	Before 1920 %	1920-1929 N	1920-1929 %	1930-1939 N	1930-1939 %	1940-1949 N	1940-1949 %	1950-1958 N	1950-1958 %	Total N	Total %
Single												
Men	1	6.3	2	6.9	14	21.5	37	30.1	102	79.1	156	43.1
Women			6	15.0	10	17.9	9	10.8	59	63.4	84	29.6
Total	1	3.6	8	11.6	24	19.8	46	22.3	161	72.5	240	37.2
Married												
Men	11	68.8	25	86.2	49	75.4	72	58.5	17	13.2	174	48.1
Women	7	58.3	29	72.5	41	73.2	69	83.1	28	30.1	174	61.3
Total	18	69.2	54	78.3	90	74.4	141	68.4	45	20.3	348	53.9
Widow(er)												
Men	2	12.5	1	3.4							3	0.8
Women	1	8.3									1	0.4
Total	3	10.7	1	1.4							4	0.6
Divorced; Separated												
Men	1	6.3	1	3.4	2	3.1	3	2.4	1	0.8	8	2.2
Women	4	33.3	2	5.0	4	7.1	3	3.6	2	2.2	15	5.3
Total	5	17.9	3	4.3	6	5.0	6	2.9	3	1.4	23	3.6
Not Given												
Men	1	6.3	1	3.4			1	0.8	9	7.0	12	3.3
Women			3	7.5	1	1.8	2	2.4	4	4.3	10	3.5
Total	1	3.6	4	5.8	1	0.8	3	1.5	13	5.9	22	3.4

TABLE 11

HEARING STATUS OF SPOUSE, AS REPORTED BY GRADUATES OF SCHOOL FOR THE DEAF

Hearing of Spouse	Before 1920 N	Before 1920 %	1920-1929 N	1920-1929 %	1930-1939 N	1930-1939 %	1940-1949 N	1940-1949 %	1950-1958 N	1950-1958 %	Total N	Total %
Hearing												
Men	1	7.1	7	25.9	12	23.5	22	29.3	8	44.4	50	27.0
Women	1	8.3	6	19.4	8	17.8	22	30.6	10	33.3	47	24.7
Total	2	7.7	13	22.4	20	20.8	44	29.9	18	37.5	97	25.9
Deaf; with Speech												
Men	10	71.4	15	55.6	36	70.6	48	64.0	8	44.4	117	63.2
Women	3	25.0	16	51.6	28	62.2	37	51.4	17	56.7	101	53.2
Total	13	50.0	31	53.4	64	66.7	85	57.8	25	52.1	218	58.1
Deaf; Signs												
Men	3	21.4	3	11.1	3	5.9	4	5.3	1	5.6	14	7.6
Women	7	58.3	9	29.0	8	17.8	13	18.1	3	10.0	40	21.1
Total	10	38.5	12	20.7	11	11.5	17	11.6	4	8.3	54	14.4
Not Given												
Men			2	7.4			1	1.3	1	5.6	4	2.2
Women	1	8.3			1	2.2					2	1.1
Total	1	3.8	2	3.4	1	1.0	1	0.7	1	2.1	6	1.6

ever, that the person chosen as a marital partner generally had some speech. Approximately nine out of every ten deaf men who married a deaf wife chose a woman who was able to communicate through speech. More than one-fourth of the deaf women, however, have married men who can communicate only by signs.

It should also be noted that over one-fourth of the total group of respondents married a person with normal hearing. For the group as a whole, sex differences in this respect are minor. However, the most recent male graduates have married hearing spouses far more than all the other groups.

8. Schooling of Spouse

What is the educational level of the person who is chosen as a marital partner? The pertinent data are summarized in Table 12.

The average male graduate of the School for the Deaf, about half of whom have graduated from a four-year high school (Table 17), tends to marry a high school graduate. The average female graduate of the School for the Deaf, who usually has completed three of the four years of high school, tends to marry a person who has somewhat less schooling than she has.

It is possible that the pressures that operate in the general population with regard to marriage are also operative in the case of the deaf individual. Marriage, particularly for women, carries with it a high degree of social approval. Faced by a demand for conformity, the deaf woman may be willing to accept as a marital partner someone who does not have as much schooling as she has, and someone whose communication skills are not as highly developed as her own.

9. Number of Children

Small families appear to be characteristic among the married graduates of the School for the Deaf (Table 13). The families of the 1950-1958 group are understandably the smallest. Slightly more than one-third (34.1%) of the married respondents reported having two children; approximately one-fourth (25.3%) have only one child. Three or more children were reported by only 54 (14.4%) of the 375 married respondents. It should be pointed out that a large number of the graduates—particularly of the 1940-1958 groups—were still very young when the questionnaire was completed by them.

TABLE 12

Schooling of Spouse, As Reported by Graduates of School for the Deaf

Highest Grade Completed	Before 1920 N	Before 1920 %	1920-1929 N	1920-1929 %	1930-1939 N	1930-1939 %	1940-1949 N	1940-1949 %	1950-1958 N	1950-1958 %	Total N	Total %
Less than 8 Men	10	71.4	1	3.7	2	3.9	2	2.7	1	5.6	16	8.6
Women	5	41.6	5	16.3	5	11.1	2	2.8			17	8.9
Total	15	57.7	6	10.3	7	7.3	4	2.7	1	2.1	33	8.8
8 Men			14	51.9	8	15.7	11	14.7			33	17.8
Women	2	16.7	14	45.2	11	24.4	17	23.6	3	10.0	47	24.7
Total	2	7.7	28	48.3	19	19.8	28	19.0	3	6.4	80	21.3
9 Men			1	3.7	7	13.7	15	20.0			23	12.4
Women			2	6.5	3	6.7	11	15.3	7	23.3	23	12.1
Total			3	5.2	10	10.4	26	17.7	7	14.9	46	12.3
10 Men					2	3.9	5	6.7	1	5.6	8	4.3
Women			1	3.2	4	8.9	6	8.3	1	3.3	12	6.3
Total			1	1.7	6	6.3	11	7.5	2	4.3	20	5.3
11 Men					2	3.9	1	1.3	4	22.2	7	3.8
Women					1	2.2	4	5.6	1	3.3	6	3.2
Total					3	3.1	5	3.4	5	10.6	13	3.5
12 Men	1	7.1	7	25.9	18	35.3	24	32.0	6	33.3	56	30.3
Women	1	8.3	3	9.7	8	17.8	15	20.8	12	40.0	39	20.5
Total	2	7.7	10	17.2	26	27.1	39	26.5	18	38.3	95	25.3
13 Men	2	14.2			2	3.9	7	9.3	1	5.6	12	6.5
Women					2	4.4	1	1.4	2	6.7	5	2.6
Total	2	7.7			4	4.2	8	5.4	3	6.4	17	4.5
14 Men					1	2.0	1	1.3	1	5.6	3	1.6
Women					1	2.2	2	2.8			3	1.6
Total					2	4.2	3	2.0	1	2.1	6	1.6
15 Men							2	2.7			2	1.1
Women					2	4.4	4	5.6			6	3.2
Total					2	4.2	6	4.1			8	2.1
16 Men	1	7.1	1	3.7	3	5.9	4	5.3	3	16.7	12	6.5
Women			1	3.2	2	4.4	4	5.6	1	3.3	8	4.2
Total	1	3.8	2	3.4	5	5.2	8	5.4	4	8.5	20	5.3
More Than 16 Men			1	3.7			1	1.3			2	1.1
Women	1	8.3			1	2.2	1	1.4			3	1.6
Total	1	3.8	1	1.7	1	1.0	2	1.4			5	1.3
Median												
Men	Less than 8		8.8		12.1		12.1		12.4		12.0	
Women	Less than 8		8.5		10.4		10.6		12.1		9.9	
Total	Less than 8		8.7		11.0		12.0		12.2		11.6	

In 11 instances, the parents reported that their children are deaf; in 9 cases, these deaf children were the only child in the family at the time the questionnaire was completed.

It should be noted that these data concerning children probably represent an overestimate. In many instances, graduates of the School for the Deaf have married one another. In such cases, both parents will have reported the same children twice. Since responses to the questionnaire were anonymous, it was not possible to eliminate these double reports.

TABLE 13

NUMBER OF CHILDREN, AS REPORTED BY GRADUATES OF SCHOOL FOR THE DEAF

Number of Children	Before 1920		1920-1929		1930-1939		1940-1949		1950-1958		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
One												
Men	4	28.6	5	18.5	15	29.4	21	28.0	2	11.1	47	25.4
Women	6	50.0	6	19.4	10	22.2	22	30.6	4	13.3	48	25.3
Total	10	38.5	11	19.0	25	26.0	43	29.3	6	12.5	95	25.3
Two												
Men	7	50.0	10	37.0	15	29.4	24	32.0	4	22.2	60	32.4
Women	2	16.7	12	38.7	18	40.0	30	41.7	6	20.0	68	35.8
Total	9	34.6	22	37.9	33	34.4	54	36.7	10	20.8	128	34.1
Three												
Men	1	7.1	3	11.1	9	17.6	3	4.0	1	5.6	17	9.2
Women	1	8.3	2	6.5	5	11.1	9	12.5	1	3.3	18	9.5
Total	2	7.7	5	8.6	14	14.6	12	8.2	2	4.2	35	9.3
Four												
Men			1	3.7	5	9.8	2	2.7			8	4.3
Women			1	3.2	5	11.1	2	2.8			8	4.2
Total			2	3.4	10	10.4	4	2.7			16	4.3
Five												
Men									1	5.6	1	0.5
Women					1	2.2	1	1.4			2	1.1
Total					1	1.0	1	0.7	1	2.1	3	0.8

B. SCHOOL HISTORY

1. Age at School Entrance

The graduates of the School for the Deaf entered a school of some sort for the first time at the average age of 6 years, 1 month. Girls tended to be one month younger than boys on school entrance (Table 14). For the most part, age at school entrance shows a decrease over the years from six years six months to five years eight months. The decade from 1940-1949 departs slightly from the general pattern.

Several factors enter into this reduction in age at entrance: (1) there was a general decrease of three months in school entrance age, applicable to all children in New York City; (2) there was an increase in the number of available kindergartens, making possible entrance into school one year earlier; and (3) the organization of a nursery school at the School for the Deaf in 1942 made it possible, from that time on, for children to enter that school before the age of three.

TABLE 14

Median Age at School Entrance, As Reported by Graduates of School for the Deaf

Year of Graduation	Men	Women	Total
Before 1920	6-7	6-2	6-6
1920 - 1929	6-5	6-5	6-5
1930 - 1939	5-11	6-4	6-1
1940 - 1949	6-2	6-1	6-2
1950 - 1958	5-6	5-9	5-8
Total	6-1	6-0	6-1

2. Schooling Prior to Entrance into School for the Deaf

An important consideration in the education of deaf children is the lag in identifying them and giving them special education. Table 15 indicates the median number of years reported to have elapsed between first entrance into school and entrance into the School for the Deaf.

TABLE 15

Median Years of Schooling Prior to Entrance in School for the Deaf, As Reported by Graduates of School for the Deaf

Year of Graduation	Men	Women	Total
Before 1920	4.0	4.2	4.2
1920 - 1929	3.2	2.8	3.0
1930 - 1939	3.6	3.5	3.6
1940 - 1949	1.8	2.7	2.1
1950 - 1958	2.0	2.1	2.0
Total	2.0	2.3	2.2

It is very evident that the candidate for admission to the School for the Deaf is being identified and transferred into the special school much more quickly at the present time than he was several decades ago. There has been a marked drop in the number of years a pupil spends in another school before he is sent to the School for the Deaf.

The average graduate entered school for the first time when he was approximately six years old; he entered the School for the Deaf shortly after he reached his eighth birthday.

3. Age at Graduation

The typical respondent graduated from the School for the Deaf at the age 16 years 8 months (Table 16). This, of course, represents completion of the eighth or ninth grade. The nonhandicapped pupil who enters the first grade at 6 years 1 month (the median age for school entrance of deaf pupils) would normally complete the ninth grade at age 15-11. The typical deaf child, then, graduates from the junior high school one year later than the nonhandicapped child.

TABLE 16

MEDIAN REPORTED AGE AT GRADUATION FROM SCHOOL FOR THE DEAF

Year of Graduation	Men	Women	Total
Before 1920	17-8	17-1	17-6
1920 - 1929	16-3	17-0	16-8
1930 - 1939	16-7	16-9	16-8
1940 - 1949	17-2	17-3	17-2
1950 - 1958	16-0	15-8	15-11
Total	16-8	16-7	16-8

An estimate of retardation can be developed in still another way. The typical deaf graduate has entered school at the age of 6-1 and has taken slightly more than 10 years to complete the ninth year of junior high school; again, the deaf pupil shows approximately one year of retardation.

It should be noted that the most recent group graduated at a mean age of 15-11. This group entered school for the first time, on the average, at age 5-8. With this group, too, an additional year was needed to complete the junior high school grades.

To place the degree of retardation noted in its proper perspective, one must remember that the deaf child must generally remain in school for more years than the hearing child to complete the ninth grade. Not only must the School for the Deaf teach its pupils many of the concepts that the hearing child brings to school with him, but the development of communication skills of speech and lip-reading is a long and difficult task. It is not surprising, therefore, that most schools for deaf children at the present time provide two or more years of pre-school instruction in order to meet the needs of their children.[1]

4. Years of Schooling Completed

Taken as a group, graduates of the School for the Deaf go on to high school (Table 17). Over the years there has been a consistent rise in the proportion of graduates who continued with their schooling. In the 1920-1929 decade, for example, the average graduate of the School for the Deaf generally attended some high school only for one additional year. By the 1940-1949 decade, however, he tended to stay in high school through the twelfth grade.

To some degree, this increase in years of schooling reflects the fact that the median age at graduation is much lower among recent graduates than it was in former years, and that it is below the standard school leaving age of 17. This makes it mandatory for the average graduate to remain in school beyond the junior high school level.

It is interesting to note that 73 graduates, 11.4 per cent of the total group, entered college. Thirty-two of them, 43.8 per cent of the college entrants, completed four or more years of college work. In view of the fact that so many of the recent graduates of the School for the Deaf were still attending high school at the time these data were collected, this statistic should be considered minimal. One may reasonably expect a higher proportion of the graduates of the School for the Deaf who are currently attending high school to continue on to college, and the percentages given above should become somewhat greater.

It is also of interest to compare the years of school completed by graduates of the School for the Deaf and by the general population. These data are summarized in Table 18.

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[1] "Tabular Statement of American Schools for the Deaf, October 31, 1958." American Annals of the Deaf, 104, January 1959, 116-121.

TABLE 17

NUMBER AND PER CENT OF GRADUATES OF SCHOOL FOR THE DEAF REPORTING GIVEN NUMBERS OF YEARS OF FORMAL SCHOOLING

Year of Schooling	Before 1920		1920-1929		1930-1939		1940-1949		1950-1958		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
8 Men	10	62.5	18	62.1	10	15.4	9	7.3			47	13.0
Women	9	75.0	27	67.5	18	32.1	4	4.8			58	20.4
Total	19	67.9	45	65.2	28	23.1	13	6.3			105	16.3
9 Men	3	18.8	1	3.4	4	6.2	38	30.9	15	11.6	61	16.9
Women	1	8.3	1	2.5	7	12.5	25	30.1	20	21.5	54	19.0
Total	4	14.3	2	2.9	11	9.1	63	30.6	35	15.8	115	17.8
10 Men					11	16.9	10	8.1	12	9.3	33	9.1
Women			3	7.5	11	19.6	3	3.6	7	7.5	24	8.4
Total			3	4.3	22	18.2	13	6.3	19	8.6	57	8.8
11 Men					8	12.3	10	8.1	35	27.1	53	14.6
Women					4	7.1	3	3.6	20	21.5	27	9.5
Total					12	9.9	13	6.3	55	24.8	80	12.4
12 Men	1	6.3	2	6.9	19	29.2	37	30.1	43	33.3	102	28.2
Women			5	12.5	12	21.4	40	48.1	40	43.0	97	34.2
Total	1	3.6	7	10.1	31	25.6	77	37.4	83	37.4	199	30.8
13 Men					4	6.2	1	0.8	10	7.8	15	4.1
Women							2	2.4	1	1.1	3	1.1
Total					4	3.3	3	1.5	11	5.0	18	2.8
14 Men			3	10.3	1	1.5	3	2.4	7	6.2	14	3.9
Women							1	1.2	1	1.1	2	0.7
Total			3	4.3	1	0.8	4	1.9	8	3.6	16	2.5
15 Men					2	3.1	1	0.8	3	2.3	6	1.7
Women									1	1.1	1	0.4
Total					2	1.7	1	0.5	4	1.8	7	1.1
16 Men	2	12.5	4	13.8	5	7.7	8	6.5	3	2.3	22	6.1
Women			1	2.5	1	1.8	3	3.6			5	1.8
Total	2	7.1	5	7.2	6	5.0	11	5.3	3	1.4	27	4.2
17 or more												
Men			1	3.4			3	2.4			4	1.1
Women									1	1.1	1	0.4
Total			1	1.4			3	1.5	1	0.5	5	0.8
Median—												
Men	8.8		8.8		11.9		11.4		12.0		11.7	
Women	8.6		8.7		10.2		12.1		11.9		11.2	
Total	8.7		8.7		10.9		12.0		12.0		11.5	

It is evident that the graduates of the School for the Deaf constitute a higher-than-average group, in so far as length of schooling is concerned. Particularly noteworthy is the large proportion of the group that completed high school and some college work, a group slightly larger than that for the total population (42.2% vs. 39.6%). It seems

TABLE 18

YEARS OF SCHOOLING COMPLETED BY GRADUATES OF SCHOOL FOR THE DEAF AND BY UNITED STATES POPULATION

Years of Schooling Completed	School for the Deaf Graduates	U.S. Population (March 1957)
None		2.0
1-8	16.3	35.2
9-11	39.0	21.4
12	30.8	25.7
More than 12	11.4	13.9
Not Given		1.8

likely, in the light of available census and study data[1], that this is a distorted picture. The respondents to the questionnaire may well have represented a select proportion of the total group of graduates of the School for the Deaf. In all probability, the respondents constituted a subgroup that had completed more schooling than the typical graduate of the School.

5. Type of High School and College Attended

Since it was known that graduates of the School for the Deaf lived in various parts of the United States, it was felt that it would be of interest to determine where they received their schooling after they had left the School. The relevant data are summarized in Tables 19 and 20.

Here, too, caution must be used in interpreting the data, particularly with respect to attendance at college. It must be remembered that 61 of the respondents to the questionnaire are still attending high school and that, in the next few years, the data reported for college attendance will be outmoded.

As might be expected, graduates of the School for the Deaf who go on to high school usually attend a public school in New York City. Of the 428 graduates who reported high school attendance, 355 (82.9%) attended New York City public schools. Only 26 respondents indicated that they attended a private secondary school; of these, only 2 respondents entered schools outside of the Metropolitan area.

The data with respect to college attendance show a sharp change. Of the 73 respondents who entered college, only 24 (32.9%) reported attendance at one of the municipal colleges. Exactly twice that number entered private colleges: 26 of the graduates chose private colleges in New York City or the Metropolitan area, and 22 attended colleges scattered from upstate New York to California.

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[1] Cf.: B.G. Gallagher et al: *The Federal Government and the Higher Education of the Deaf*. Washington, D.C.: U.S. Government Printing Office, 1949.

TABLE 19

NUMBER AND PER CENT OF GRADUATES OF SCHOOL FOR THE DEAF REPORTING ATTENDANCE AT GIVEN TYPE OF HIGH SCHOOL

Year of Graduation	Men		Women		Total	
	N	Per Cent	N	Per Cent	N	Per Cent
Before 1920						
Attended High School	6	100.0	1	100.0	7	100.0
Public High School, N.Y.C.	2	33.3	1	100.0	3	42.9
Public High School, Met. Area	1	16.7			1	14.3
Not Given	3	50.0			3	42.9
1920-1929						
Attended High School	11	100.0	10	100.0	21	100.0
Public High School, N.Y.C.	9	81.8	9	90.0	18	85.7
Private High School, N.Y.C.	1	9.1			1	4.8
Private High School, Met. Area	1	9.1			1	4.8
Not Given			1	10.0	1	4.8
1930-1939						
Attended High School	54	100.0	35	100.0	89	100.0
Public High School, N.Y.C.	41	75.9	27	77.1	68	76.4
Private High School, N.Y.C.	1	1.9	2	5.7	3	3.4
Private High School, Met. Area	2	3.7			2	2.2
Private High School, Other U.S.	1	1.9	1	2.9	2	2.2
Not Given	9	16.7	5	14.3	14	15.7
1940-1949						
Attended High School	73	100.0	54	100.0	127	100.0
Public High School, N.Y.C.	58	79.5	43	79.6	101	79.5
Public High School, Met. Area			1	1.9	1	0.8
Private High School, Met. Area	5	6.8	2	3.7	7	5.5
Not Given	10	13.7	8	14.8	18	14.2
1950-1958						
Attended High School	113*	100.0	71**	100.0	184	100.0
Public High School, N.Y.C.	100	88.5	65	91.5	165	90.0
Public High School, Other U.S.	7	6.2			7	3.8
Private High School, N.Y.C.	5	4.4	5	7.0	10	5.4
Not Given	1	0.9	1	1.4	2	1.1
Total						
Attended High School	257*	100.0	171**	100.0	428	100.0
Public High School, N.Y.C.	210	81.7	145	84.8	355	82.9
Public High School, Met. Area	1	0.4	1	0.6	2	0.5
Public High School, Other U.S.	7	2.7			7	1.6
Private High School, N.Y.C.	7	2.7	7	4.1	14	3.3
Private High School, Met. Area	8	3.1	2	1.2	10	2.3
Private High School, Other U.S.	1	0.4	1	0.6	2	0.5
Not Given	23	8.9	15	8.8	38	8.9

*Includes 40 persons still in attendance.

**Includes 21 persons still in attendance.

Far more deaf men than women have attended college, but there seems to be little difference in the extent to which their parents have permitted them to attend out-of-town schools. In the case of both sexes, slightly fewer than one-third of the group have entered an institution outside of the Metropolitan area.

TABLE 20

NUMBER AND PER CENT OF GRADUATES OF SCHOOL FOR THE DEAF REPORTING ATTENDANCE AT GIVEN TYPE OF COLLEGE

Year of Graduation	Men		Women		Total	
	N	Per Cent	N	Per Cent	N	Per Cent
Before 1920						
Attended College	2	100.0	1	100.0	3	100.0
Public College, N.Y.C.						
Private College, N.Y.C.			1	100.0	1	33.3
Private College, Met. Area	2	100.0			2	66.7
1920-1929						
Attended College	8	100.0	1	100.0	9	100.0
Public College, N.Y.C.	2	25.0			2	22.2
Private College, N.Y.C.	4	50.0			4	44.4
Private College, Met. Area	2	25.0			2	22.2
Private College, Other U.S.			1	100.0	1	11.1
1930-1939						
Attended College	11	100.0	1	100.0	12	100.0
Public College, N.Y.C.	2	18.2	1	100.0	3	25.0
Private College, N.Y.C.	4	36.4			4	33.3
Private College, Other U.S.	5	45.5			5	41.7
1940-1949						
Attended College	16	100.0	6	100.0	22	100.0
Public College, N.Y.C.	5	31.3	1	16.7	6	27.3
Private College, N.Y.C.	4	25.0	2	33.3	6	27.3
Private College, Other U.S.	7	43.8	3	50.0	10	45.5
1950-1958						
Attended College	23*	100.0	4**	100.0	27	100.0
Public College	12	52.1	1	25.0	13	48.1
Public College, Other U.S.			1	25.0	1	3.7
Private College, N.Y.C.	3	13.0			3	11.1
Private College, Met. Area	2	8.7	2	50.0	4	14.8
Private College, Other U.S.	6	26.1			6	22.2
Total						
Attended College	60	100.0	13	100.0	73	100.0
Public College, N.Y.C.	21	35.0	3	23.1	24	32.9
Public College, Other U.S.			1	7.7	1	1.4
Private College, N.Y.C.	15	25.0	3	23.1	18	24.7
Private College, Met. Area	6	10.0	2	15.4	8	11.0
Private College, Other U.S.	18	30.0	4	30.8	22	30.1

*Includes 14 persons still in attendance.
**Includes 2 persons still in attendance.

6. College Major

It is interesting to investigate the major field of study pursued by those graduates of the School for the Deaf who enter college; these data are summarized in Table 21.

TABLE 21

College Major, As Reported by Graduates of School for the Deaf Who Attended College

College	Before 1920		1920-1929		1930-1939		1940-1949		1950-1958		Total	
Major	M	W	M	W	M	W	M	W	M	W	M	W
Engineering	2	1	3				1	1	3		9	2
Accounting, Business Administration			2		2		1		6		11	
Education					2		5	1		1	7	2
Chemistry			1	1	2		2		2		7	1
Social Studies			1		1		1		2		5	
Biology			1					2	1		2	2
English					1		1	1	1		3	1
Physics; Mathematics									2	1	2	1
Sociology						1	1			1	1	2
Art					2					1	2	1
Foreign Language					1						1	
Pharmacy								1				1
Not Given									2		2	

Twelve major fields are represented among the specializations reported by the respondent. Of the 71 persons who reported specialization, 11 indicated that they pursued or were pursuing a course of study in Engineering. An equal number of the respondents majored in Business Administration or Accounting. Preparation for a career in teaching and in chemistry were also relatively popular among the individuals who entered college.

7. Work Experience While Attending College

Like nonhandicapped students, many of the deaf graduates who have attended high school and college have found part-time jobs in order to help defray the costs of school attendance. The data concerning part-time work experience of graduates of the school for the Deaf are summarized in Tables 22 and 23.

TABLE 22

Number and Per Cent of Graduates of School for the Deaf Reporting Part-Time Work Experience While Attending High School

Year of Graduation	Men		Women		Total	
	N	Per Cent	N	Per Cent	N	Per Cent
Before 1920						
Attended High School	6	100.0	1	100.0	7	100.0
Work Experience	1	16.7	1	100.0	2	28.6
1920-1929						
Attended High School	11	100.0	10	100.0	21	100.0
Work Experience	3	27.3	1	10.0	4	19.0
1930-1939						
Attended High School	54	100.0	35	100.0	89	100.0
Work Experience	8	14.8	4	11.4	12	13.5
1940-1949						
Attended High School	73	100.0	54	100.0	127	100.0
Work Experience	29	39.7	15	27.8	44	34.6
1950-1958						
Attended High School	113	100.0	71	100.0	184	100.0
Work Experience	43	38.1	11	15.5	54	29.3
Total						
Attended High School	257	100.0	171	100.0	428	100.0
Work Experience	84	32.7	32	18.7	116	27.1

TABLE 23

Number and Per Cent of Graduates of School for the Deaf Reporting Part-Time Work Experience While Attending College

Year of Graduation	Men		Women		Total	
	N	Per Cent	N	Per Cent	N	Per Cent
Before 1920						
Attended College	2	100.0	1	100.0	3	100.0
Work Experience	1	50.0	1	100.0	2	66.7
1920-1929						
Attended College	8	100.0	1	100.0	9	100.0
Work Experience	6	75.0	1	100.0	7	77.8
1930-1939						
Attended College	11	100.0	1	100.0	12	100.0
Work Experience	4	36.4	0		4	33.3
1940-1949						
Attended College	16	100.0	6	100.0	22	100.0
Work Experience	10	62.5	1	16.7	11	50.0
1950-1958						
Attended College	23	100.0	4	100.0	27	100.0
Work Experience	12	52.2	2	50.0	14	51.9
Total						
Attended College	60	100.0	13	100.0	73	100.0
Work Experience	33	55.0	5	38.5	38	52.1

Slightly more than one-fourth (27.1%) of the respondents who attended high school reported that they held part-time jobs while in school. On the college level, more than one-half (52.1%) of the respondents indicated that they had some part-time work experience. As one would expect, more men than women reported part-time work.

It is interesting to note that the employment pattern of the respondent reflects general economic conditions. For both high school and college students, the smallest proportion holding part-time jobs is among those persons who graduated from the School for the Deaf in the 1930-1939 decade, when the depression was at its height. The best record, in terms of employment while in high school, may be observed in the 1940's, a period of high wartime employment. It is more difficult to offer a similar generalization concerning college students, because of the small numbers involved.

8. Extracurricular Activities

Knowledge of the extent to which deaf students participate in extracurricular activities is of particular interest because of the light it sheds on the social adjustment of the handicapped individual. The pertinent data in this area are presented in Tables 24 and 25.

TABLE 24

NUMBER AND PER CENT OF GRADUATES OF SCHOOL FOR THE DEAF REPORTING PARTICIPATION IN SOME TYPE OF EXTRACURRICULAR ACTIVITY WHILE ATTENDING HIGH SCHOOL

Year of Graduation	Men		Women		Total	
	N	Per Cent	N	Per Cent	N	Per Cent
Before 1920						
Attended High School	6	100.0	1	100.0	7	100.0
Participation	2	33.0	0		2	28.6
1920-1929						
Attended High School	11	100.0	10	100.0	21	100.0
Participation	6	54.5	2	20.0	8	38.1
1930-1939						
Attended High School	54	100.0	35	100.0	89	100.0
Participation	14	25.9	2	5.7	16	18.0
1940-1949						
Attended High School	73	100.0	54	100.0	127	100.0
Participation	22	30.1	15	27.8	37	29.1
1950-1958						
Attended High School	113	100.0	71	100.0	184	100.0
Participation	55	48.7	31	43.7	86	46.7
Total						
Attended High School	257	100.0	171	100.0	428	100.0
Participation	99	38.5	50	29.2	149	34.8

TABLE 25

NUMBER AND PER CENT OF GRADUATES OF SCHOOL FOR THE DEAF REPORTING PARTICIPATION IN SOME TYPE OF EXTRACURRICULAR ACTIVITY WHILE ATTENDING COLLEGE

Year of Graduation	Men N	Men Per Cent	Women N	Women Per Cent	Total N	Total Per Cent
Before 1920						
Attended College	2	100.0	1	100.0	3	100.0
Participation	1	50.0	0		1	33.3
1920-1929						
Attended College	8	100.0	1	100.0	9	100.0
Participation	5	62.5	0		5	55.6
1930-1939						
Attended College	11	100.0	1	100.0	12	100.0
Participation	6	54.5	0		6	50.0
1940-1949						
Attended College	16	100.0	6	100.0	22	100.0
Participation	11	68.8	1	16.7	12	54.5
1950-1958						
Attended College	23	100.0	4	100.0	27	100.0
Participation	12	52.2	2	50.0	14	51.9
Total						
Attended College	60	100.0	13	100.0	73	100.0
Participation	35	58.3	3	23.1	38	52.1

Slightly more than one-third (34.8%) of the respondents who attended high school reported that they participated in some type of extracurricular activity while in school. Among college students, the proportion was even higher (52.1%). On both the high school and college levels, participation in extracurricular activities was more characteristic of boys than girls. On both levels, both boys and girls indicated that the most popular activity was athletics. On the high school level, such participation reached its high point (46.7% participation) during 1950-1958. On the college level, the extent of participation has been relatively uniform.

C. OCCUPATIONAL CONDITIONS

1. Work Experience

All but a small proportion (11.0%) of the graduates of the School for the Deaf reported that they held a job at some time after leaving the School (Table 26). With the exception of those persons who graduated during the decade of the 1950's, the number of men and women who had obtained employment of some kind was at or above the 90 per cent level. Even among 1950-1958 graduates, three-fourths of the group indicated that they had had some work experience.

TABLE 26

NUMBER AND PER CENT OF GRADUATES OF SCHOOL FOR THE DEAF REPORTING WORK EXPERIENCE

Year of Graduation	Men		Women		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Before 1920	16	100.0	11	91.7	27	96.4
1920-1929	29	100.0	36	90.0	65	94.2
1930-1939	63	96.9	55	98.2	118	97.6
1940-1949	118	95.9	81	97.6	199	96.6
1950-1958	101	78.2	65	69.9	166	74.8
Total	327	90.3	248	87.3	575	89.0

2. Current Employment

Employment of graduates of the School for the Deaf who were employed at the time the questionnaire was distributed is summarized by decades in Table 27.

TABLE 27

NUMBER AND PER CENT OF GRADUATES OF SCHOOL FOR THE DEAF REPORTING CURRENT EMPLOYMENT

Year of Graduation	Men		Women		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Before 1920	14	87.5	4	33.3	18	64.3
1920-1929	27	93.1	14	35.0	41	59.4
1930-1939	63	93.8	26	46.4	89	73.6
1940-1949	114	92.7	24	28.9	138	67.0
1950-1958	79	61.2	36	38.7	115	51.8
Total	297	82.0	104	36.6	401	62.1

As one would expect, the proportion of men reporting current employment is far greater than that of women (82.0% vs. 36.6%). A few of the male respondents who graduated before 1930 have retired; most of the women who left their jobs did so when they married or shortly before they had their first child.

A striking finding is revealed in Table 28: a large proportion (29.9%) of the respondents were still employed on their first job. This, of course, would be expected in the case of recent graduates, but it is surprising to note that approximately one of every five of the men and women who graduated from the School for the Deaf before 1940 is still in the same job he obtained on graduation.

TABLE 28

NUMBER AND PER CENT OF CURRENTLY EMPLOYED GRADUATES OF SCHOOL FOR THE DEAF REPORTING STILL WORKING ON FIRST JOB

Year of Graduation	Men		Women		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Before 1920	3	21.4			3	16.7
1920-1929	6	22.2	3	21.4	9	22.0
1930-1939	14	22.2	5	19.2	19	21.3
1940-1949	34	29.8	8	33.3	42	30.4
1950-1958	31	39.2	16	44.4	47	40.9
Total	88	29.6	32	30.8	120	29.9

3. Type of Occupation

The number and per cent of graduates of the School for the Deaf employed in each of eight job classifications are presented in Table 29. The classification for respondents not currently employed was based upon their indication of the type of work engaged in when last employed.

Aproximately one-fifth of the respondents are engaged in skilled crafts. Similar proportions are in machine operation and in clerical work. An additional 7.9 per cent of the total group are employed in professional or technical occupations. Relatively few (less than 2%) of the total group own or manage a business, are salesmen, or are in service jobs. A very small proportion (2.9%) may be considered laborers.

There are some marked sex differences, however. Far more women are engaged in clerical work than men (35.2% vs. 11.9%); many more men are craftsmen than women (34.5% vs. 0.7%).

No attempt was made to develop an exact count of the number of individuals holding specific jobs. A detailed list of the job titles entering into each of the major categories used in Table 29 is given in the Appendix.

TABLE 29

NUMBER AND PER CENT OF GRADUATES OF SCHOOL FOR THE DEAF REPORTING GIVEN OCCUPATION

	Before 1920		1920-1929		1930-1939		1940-1949		1950-1958		Total	
Occupation	N	%	N	%	N	%	N	%	N	%	N	%
Professional; Technical												
Men	2	12.5	7	24.1	7	10.7	12	9.8	11	8.5	39	10.8
Women					2	3.6	6	7.2	4	4.3	12	4.2
Total	2	7.1	7	10.1	9	7.4	18	8.7	15	6.8	51	7.9
Manager; Proprietor												
Men			2	6.9	3	4.6	3	2.4	1	0.8	9	2.5
Women												
Total			2	2.9	3	2.5	3	1.5	1	0.5	9	1.4
Clerical												
Men	3	18.8	1	3.4	3	4.6	16	13.0	20	15.5	43	11.9
Women	3	25.0	4	10.0	15	26.8	39	47.0	39	41.9	100	35.2
Total	6	21.4	5	7.2	18	14.9	55	26.7	59	26.6	143	22.1
Sales												
Men	1	6.3			3	4.6	3	2.4	2	1.6	9	2.5
Women												
Total	1	3.6			3	2.5	3	1.5	2	0.9	9	1.4
Craftsmen												
Men	7	43.8	9	31.0	27	41.5	55	44.7	27	20.9	125	34.5
Women			1	2.5					1	1.1	2	0.7
Total	7	25.0	10	14.5	27	22.3	55	26.7	28	12.7	127	19.7
Operatives												
Men	1	6.3	6	20.7	11	16.9	27	22.0	19	14.7	64	17.7
Women	4	33.3	17	42.5	21	37.5	15	18.1	11	11.8	68	23.9
Total	5	17.9	23	33.3	32	26.4	42	20.4	30	13.5	132	20.4
Service												
Men	1	6.3			1	1.5	2	1.6	1	0.8	5	1.4
Women					1	1.8	2	2.4	2	2.2	5	1.8
Total	1	3.6			2	1.6	4	1.9	3	1.4	10	1.5
Laborers												
Men					3	4.6	3	2.4	13	10.1	19	5.2
Women												
Total					3	2.5	3	1.5	13	5.9	19	2.9
Not Given												
Men	1	6.3	4	13.8	7	10.7	2	1.6	35	27.1	49	13.5
Women	5	41.7	18	45.0	17	30.4	21	25.3	36	38.7	97	34.2
Total	6	21.4	22	31.9	24	19.8	23	11.2	71	32.0	146	22.6

The 1957 census reports permit comparison of the deaf graduates with that of the general population.[1] These are presented in Table 30.

TABLE 30

OCCUPATIONAL DISTRIBUTION OF GRADUATES OF THE SCHOOL FOR THE DEAF AND OF GENERAL POPULATION, BY PER CENT

Occupation	School for the Deaf			General Population		
	Men	Women	Total	Men	Women	Total
Professional; Technical	10.8	4.2	7.9	9.7	12.4	10.6
Manager; Proprietor	2.5		1.4	20.2	5.4	15.5
Clerical Sales	14.4	35.2	23.5	12.6	37.7	20.7
Craftsmen	34.5	0.7	19.7	19.3	1.0	13.4
Operatives	17.7	23.9	20.4	21.3	17.5	20.1
Service	1.4	1.8	1.5	6.4	23.1	11.7
Laborers	5.2		2.9	10.5	2.9	8.0
Not Given	13.5	34.2	22.6			

It is evident that the occupational distributions of the two groups are rather dissimilar. Graduates of the School for the Deaf organize their own businesses or manage someone else's business in rare instances, although 15.5 per cent of the general population are so employed. On the other hand, more of the deaf population, particularly the men, are employed as craftsmen.

Other large differences are seen in the proportion of the two groups employed in service and labor jobs. Few deaf women are to be found in service occupations, whereas 23.1 per cent of the women in the general population are so employed. Moreover, the proportion of men in labor jobs in the general population is more than twice as large as that of deaf males.

In interpreting these data, it is well to note that 22.6 per cent of the graduates did not respond to the question concerning present occupations. Here, too, it is likely that the respondents drawn from the School for the Deaf represent a select proportion of the total group of graduates, in that individuals holding a low-level job may have failed to respond. (It will be remembered that it was also felt that the respondents represented a select educational group.) As a consequence, the

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[1] U.S. Bureau of the Census: Current Population Reports: Labor Force, Series P. 57 No. 175 (February 1957), Table 15, Page 12.

data given above may characterize the economically more secure segment of the population of graduates of the School.

Two additional items serve to lend credence to this statement. More than one-third (37.6%) of the respondents who indicated the nature of their occupation also stated that they were members of a trade union (Table 31). Trade union membership and supervision of other workers (Table 32) are both generally reflected by higher salaries.

TABLE 31

NUMBER AND PER CENT OF GRADUATES OF SCHOOL FOR THE DEAF REPORTING MEMBERSHIP IN TRADE UNION

Year of Graduation	Men		Women		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Before 1920	9	60.0	2	28.6	11	50.0
1920-1929	13	52.0	8	36.4	21	44.7
1930-1939	28	48.3	13	33.3	41	42.3
1940-1949	60	49.6	12	19.4	72	39.3
1950-1958	26	27.7	17	29.8	43	28.5
Total	136	43.5	52	27.8	188	37.6

TABLE 32

NUMBER AND PER CENT OF GRADUATES OF SCHOOL FOR THE DEAF REPORTING SUPERVISION OF OTHER WORKERS

Year of Graduation	Men		Women		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Before 1920	4	26.7			4	18.2
1920-1929	8	32.0	6	27.3	14	29.8
1930-1939	19	32.8	4	10.3	23	23.7
1940-1949	27	22.3	7	11.3	34	18.6
1950-1958	14	14.9	4	7.0	18	11.9
Total	72	23.0	21	11.2	93	18.6

4. Income

The salary levels of graduates of the School for the Deaf are summarized in Table 33 in terms of weekly earnings. On the surface, it would appear that the reported salaries are relatively low, in that 15.2 per cent of the respondents indicated they earned less than $50 per week, and 29.3 per cent of the group earned between $50 and $75 per week. Only 17.8 per cent reported earnings of $100 per week or more. It must be remembered, however, in evaluating these reported salaries, that many of the respondents (particularly the women) are referring to salaries earned on their last jobs, which they may have left many years ago.

TABLE 33

NUMBER AND PER CENT OF GRADUATES OF SCHOOL FOR THE DEAF REPORTED GIVEN WEEKLY SALARY

	Before 1920		1920-1929		1930-1939		1940-1949		1950-1958		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Less than $50												
Men			2	6.9	2	3.1	5	4.1	19	14.7	28	7.7
Women	3	18.8	11	27.5	17	30.4	22	26.5	17	18.3	70	24.6
Total	3	10.7	13	18.8	19	15.7	27	13.1	36	16.2	98	15.2
$50-$75												
Men	3	18.8	2	6.9	8	12.3	28	22.8	40	31.0	81	22.4
Women	4	33.3	10	25.0	23	41.1	40	48.2	31	33.3	108	38.0
Total	7	25.0	12	17.4	31	25.6	68	33.0	71	32.0	189	29.3
$75-$100												
Men	5	31.3	5	17.2	13	20.0	39	31.7	23	17.8	85	23.5
Women	1	8.3	4	10.0	6	10.7	5	6.0	12	12.9	28	9.9
Total	6	21.4	9	13.0	19	15.7	44	21.4	35	15.8	113	17.5
$100-$150												
Men	6	37.5	9	31.0	25	38.5	34	27.6	10	7.8	84	23.2
Women							3	3.6			3	1.1
Total	6	21.4	9	13.0	25	20.7	37	18.0	10	4.5	87	13.5
$150-$200												
Men	1	6.3	3	10.3	7	10.8	7	5.7	1	0.8	19	5.2
Women												
Total	1	3.6	3	4.3	7	5.8	7	3.4	1	0.5	19	2.9
More than $200												
Men	1	6.3	3	10.3	2	3.1	1	0.8	1	0.8	8	2.2
Women												
Total	1	3.6	3	4.3	2	1.7	1	0.5	1	0.5	8	1.2
Not Given												
Men			5	17.2	8	12.3	9	7.3	35	27.1	57	15.7
Women	4	33.3	15	37.5	10	17.9	13	15.7	33	39.8	75	26.4
Total	4	14.3	20	29.0	18	14.9	22	10.7	68	30.6	132	20.4
Median (to Nearest $5.00)												
Men		$100		$115		$110		$90		$65		$90
Women		55		55		55		60		60		60
Total		85		75		75		75		65		70

Perhaps it would be more meaningful to consider the median salary per week earned by the respondents, which is reported in Table 33 to the nearest $5.00. The median salary for the total group is approximately $70 per week, a relatively low figure in terms of the present day cost of living. There is a marked difference in the median salaries reported by men and women; the median salary earned by men is approximately $90 per week, while that of women is approximately $30 lower. This difference reflects the dissimilarity in the occupational patterns of the two sexes, as well as the fact that many women were reporting a salary of an earlier day.

Differences in median salaries earned by persons who graduated at different times are worthy of note. Men who graduated before 1940 report median earnings of approximately $100 per week and the median salary of men who graduated during the 1940's is given as approximately $90 per week. The most recent group of male graduates reports that its earnings approximate $65 per week.

The median salary reported by female graduates shows much less variability over the years. Women who graduated before 1940 earn median salaries of approximately $55 per week. The median salary of women who graduated in the 1940's and 1950's is given as approximately $60 per week.

It is difficult, because of the way in which the respondents were asked to report their earnings, to compare the salary status of graduates of the School for the Deaf and that of the general population. In the case of the graduates, earnings were reported in terms of a weekly salary; the Bureau of the Census reports income from wages and salaries per annum.[1] In spite of the minor inaccuracies that are involved, and the restricted range of salary intervals into which the data must be compressed, it was felt that a comparison of the salaries of the two groups would be of interest. These data are summarized in Table 34.

TABLE 34

SALARY DISTRIBUTION OF GRADUATES OF SCHOOL FOR THE DEAF AND OF GENERAL POPULATION, BY PER CENT

Salary Interval	School for the Deaf			General Population		
	Men	Women	Total	Men	Women	Total
Below $4,000	35.7	85.2	55.8	53.1	92.4	67.8
$4,000-$4,999	27.9	13.4	22.0	18.4	5.1	13.4
$5,000-or more	36.4	1.4	22.2	28.5	2.5	18.7

It is evident that the reported earnings of the graduates of the School for the Deaf are higher than those given for the general population in 1956. In evaluating this finding, two factors should be kept in mind. First, the graduates of this School for the Deaf are, with few exceptions, employed in large cities, while the general population includes a large farm group. Second, one-fifth of the graduates of the School for the Deaf did not respond to this question. It is very likely that the non-respondents were the lower-salaried members of the total group from whom data were obtained.

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[1] U.S. Bureau of the Census: *Current Population Reports*: *Consumer Income*, "Income of Families and Persons in the United States, 1956." Series P-60 No. 27 (April 1958), Table 27, Page 46.

5. Source of First Job

How did the deaf graduate obtain his job? The answer to this question, for the 575 respondents who reported work experience, may be obtained by reference to Table 35.

In 168 cases, 29.2 per cent of the respondents, the deaf person obtained his first job through the assistance of a friend of the family or a relative. In an additional 55 instances, 9.6 per cent of the respondents, a personal friend served as an intermediary. A school was given credit for placement by 76 (13.2%) of the respondents. In some instances, the School for the Deaf was mentioned; in others, a high school was indicated. In a few cases, the assistance of a particular teacher was cited.

Fewer of the respondents obtained their first job through their own efforts. Only 62 persons, 10.8 per cent, indicated that they had obtained a position through a newspaper advertisement, while 84 (14.6%) of the graduates utilized the services of a private employment agency or the State Employment Service. Since the 1930's, the Division of Vocational Rehabilitation has played a part in initial placement of the deaf. In the period from 1950 to 1958, for example, 25 graduates of the School for the Deaf were placed by this agency.

It is difficult to note trends within the data presented in Table 35. The data seem to indicate that the deaf person is placing less reliance on the School as an agency for initial placement on a job. To some degree, this function of the School has taken on by other community agencies, such as the Division of Vocational Rehabilitation and the State Employment Service. It is also very likely that graduates of the School for the Deaf turn to relatives and friends for assistance in job placement more often than do persons in the general population.

6. Source of Last Job

The proceeding section of this report summarized the avenues of approach used by graduates of the School for the Deaf in obtaining their first job. A similar analysis was undertaken for the last job they held. The pertinent data are summarized in Table 36.

TABLE 35

Referral Source for First Job, As Reported by Graduates of School for the Deaf

Referral Source	Before 1920		1920-1929		1930-1939		1940-1949		1950-1958		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Newpaper Ad												
Men	6	37.5	3	10.3	9	14.3	15	12.7	8	7.9	41	12.5
Women	2	18.2	2	5.6	2	3.6	11	13.6	4	6.1	21	8.5
Total	8	29.6	5	7.7	11	9.3	26	13.1	12	7.2	62	10.8
Employ. Agency												
Men	1	6.3	1	3.4	5	7.9	5	4.2	7	6.9	19	5.8
Women					8	14.5	8	9.9	7	10.8	23	9.3
Total	1	3.7	1	1.4	13	11.0	13	6.5	14	8.4	42	7.3
Family Friend												
Men	1	6.3	8	27.6	9	14.3	18	15.3	16	15.8	52	15.9
Women	1	9.1	6	16.7	9	16.4	12	14.8	9	13.8	37	14.9
Total	2	7.4	14	21.5	18	15.3	30	15.1	25	15.1	89	15.5
Own Friend												
Men			5	17.2	6	9.5	11	9.3	11	10.9	33	10.1
Women			4	11.1	7	12.7	6	7.4	5	7.7	22	8.9
Total			9	13.8	13	11.0	17	8.5	16	9.6	55	9.6
D. V. R.												
Men					1	1.6	9	7.6	9	8.9	19	5.8
Women					2	3.6	8	9.9	16	24.6	26	10.5
Total					3	2.5	17	8.5	25	15.1	45	7.8
School												
Men	3	18.8	4	13.8	6	9.5	15	12.7	9	8.9	37	11.3
Women	4	36.4	11	30.6	5	9.1	15	18.5	4	6.1	39	15.7
Total	7	25.9	15	23.1	11	9.3	30	15.1	13	7.8	76	13.2
Relative												
Men	3	18.8	5	17.2	6	9.5	28	23.7	17	16.8	59	18.0
Women	2	18.2	3	8.3	6	10.9	6	7.4	3	4.6	20	8.1
Total	5	18.5	8	12.3	12	10.2	34	17.1	20	12.0	79	13.7
SES												
Men					9	14.3	7	5.9	11	10.9	27	8.3
Women					2	3.6	2	2.5	11	16.9	15	6.0
Total					11	9.3	9	4.5	22	13.3	42	7.3
Union												
Men			1	3.4	2	3.2	6	5.1	2	2.0	11	3.4
Women			1	2.8	1	1.8					2	0.8
Total			2	3.1	3	2.5	6	3.0	2	0.6	13	2.3
Other												
Men					2	3.2	4	3.4	5	5.0	11	3.4
Women			2	5.6							2	0.8
Total			2	3.1	2	1.7	4	2.0	5	3.0	13	2.3
Not Given												
Men	2	12.5	2	6.9	8	12.7			6	5.9	18	5.5
Women	2	18.2	7	19.4	13	23.6	13	16.0	6	9.2	41	16.5
Total	4	14.8	9	13.8	21	17.8	13	6.5	12	7.2	59	10.3

TABLE 36

Referral Source for Last Job, As Reported by Graduates of School for the Deaf

Referral Source	Before 1920 N	Before 1920 %	1920-1929 N	1920-1929 %	1930-1939 N	1930-1939 %	1940-1949 N	1940-1949 %	1950-1958 N	1950-1958 %	Total N	Total %
Newspaper Ad												
Men	4	25.0	4	13.8	10	15.9	17	14.4	14	13.9	49	15.0
Women	2	18.2	6	16.7	9	16.4	12	14.8	7	10.8	36	14.5
Total	6	22.2	10	15.4	19	16.1	29	14.6	21	12.7	85	14.8
Employ. Agency												
Men	1	6.3	1	3.4	4	6.3	6	5.1	4	4.0	16	4.9
Women			1	2.8	10	18.2	9	11.1	5	7.7	25	10.1
Total	1	3.7	2	3.1	14	11.9	15	7.5	9	5.4	41	7.1
Family Friend												
Men	2	12.5	3	10.3	7	11.1	14	11.4	15	14.9	41	12.5
Women			3	8.3	6	10.9	5	6.2	9	13.8	23	9.3
Total	2	7.4	6	9.2	13	11.0	19	9.5	24	14.5	64	11.1
Own Friend												
Men	2	12.5	2	6.9	4	6.3	18	11.9	6	5.9	32	9.8
Women	2	18.2	5	13.9	7	12.7	10	12.3	5	7.7	29	11.7
Total	4	14.8	7	10.8	11	9.3	28	14.1	11	6.6	61	10.6
D. V. R.												
Men			3	10.3			1	0.8	5	5.0	9	2.8
Women			1	8.3	3	5.5	7	8.6	10	15.4	21	8.5
Total			4	6.2	3	2.5	8	3.9	15	9.0	30	5.2
School												
Men							5	4.2	1	1.0	6	1.8
Women	2	18.2	1	2.8			2	2.5	6	9.2	11	4.4
Total	2	7.4	1	1.5			7	3.5	7	4.2	17	3.0
Relative												
Men			4	13.8	8	12.7	18	11.9	14	13.9	44	13.5
Women	1	9.1	4	11.1	4	7.3	11	13.6	5	7.7	25	10.1
Total	1	3.7	8	12.3	12	10.2	29	14.6	19	11.4	69	12.0
S. E. S.												
Men	1	6.3	1	3.4	4	6.3	8	6.8	14	13.9	28	8.6
Women	1	9.1	4	11.1	4	7.3	6	7.4	7	10.8	22	8.9
Total	2	7.4	5	7.7	8	6.8	14	7.0	21	12.7	50	8.7
Union												
Men	4	25.0	3	10.3	14	22.2	22	18.6	3	3.0	46	14.1
Women	2	18.2			1	1.8	4	4.9	3	4.6	10	4.0
Total	6	22.2	3	4.6	15	12.7	26	13.1	6	3.6	56	9.7
Other												
Men	1	6.3	1	3.4	4	6.3	3	2.5	4	4.0	13	4.0
Women					3	5.5	1	1.2	2	3.1	6	2.4
Total	1	3.7	1	1.5	7	5.9	4	2.0	6	3.6	19	3.3
Not Given												
Men	1	6.3	7	24.1	8	12.7	6	5.1	21	20.8	43	13.1
Women	1	9.1	11	30.6	8	14.5	14	17.3	6	9.2	40	16.1
Total	2	7.4	18	27.7	16	13.6	20	10.1	27	16.3	83	14.4

Of the total group of respondents, 133 (23.1%) reported that they received their last job through the good offices of a friend of the family or a relative. In 61 instances, 10.6 per cent of the total, a friend of the respondent was the referral source. Fewer than one-fifth (15.8%) of the graduates indicated that placement on the job was due to referral by a private employment agency or the State Employment Service. Eighty-five members (14.8%) of the group indicated that they answered an advertisement in a newspaper, and 56 (9.7%) were placed on the job by their trade unions. Only 17 persons indicated that placement was assisted by a school.

It is of interest to compare referral sources for first and last jobs held by the respondents, but two factors make such an approach difficult. It has already been noted that more than one-fourth of the group is still employed on the first job that they entered. Moreover, the number of persons who failed to respond to the questions on referral source differed in the two instances. In order to eliminate the effect of these two factors, the data in Tables 34 and 35 were reanalyzed, eliminating those respondents who failed to answer the questions concerning referral sources. A comparison of the resulting per cents of men, women, and of the total group who made use of the given referral sources in obtaining their first and last jobs is given in Table 37.

It is evident that there is considerable similarity in the referral sources used by the deaf person, when either first or last job is considered. In both instances, the largest proportion of the respondents indicated that family friends and relatives were instrumental in helping them

TABLE 37

Referral Sources for First and Last Jobs, As Reported by Graduates of the School for the Deaf

Referral Source	First Job						Last Job					
	Men		Women		Total		Men		Women		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Newspaper Ad	41	13.3	21	10.1	62	12.0	49	17.3	36	17.3	85	17.3
Employ. Agency	19	6.1	23	11.1	42	8.1	16	5.6	25	12.0	41	8.3
Family Friend	52	16.8	37	17.9	89	17.2	41	14.4	23	11.1	64	13.0
Own Friend	33	10.7	22	10.6	55	10.7	32	11.3	29	13.9	61	12.4
D. V. R.	19	6.1	26	12.6	45	8.7	9	3.2	21	10.1	30	6.1
School	37	12.0	39	18.8	76	14.7	6	2.1	11	5.3	17	3.5
Relative	59	19.1	20	9.7	79	15.3	44	15.5	25	12.0	69	14.0
S. E. S.	27	8.7	15	7.2	42	8.1	28	9.9	22	10.6	50	10.2
Union	11	3.6	2	1.0	13	2.5	46	16.2	10	4.8	56	11.4
Other	11	3.6	2	1.0	13	2.5	13	4.6	6	2.9	19	3.9

obtain their jobs. The most striking differences between the two listings lie in the increase in the proportion of respondents who obtained jobs through their unions and through responses to newspaper advertisements. The drop in the proportion of individuals who were placed through a school is also worthy of note.

7. Job Satisfaction

Appraisal of job satisfaction can be approached in several ways. Perhaps the most direct means of developing a measure of job satisfaction is by asking the direct question: "How well do you like your job?" This was done in the questionnaire submitted to the graduates of the School for the Deaf; their responses are summarized in Table 38.

TABLE 38

JOB SATISFACTION, AS REPORTED BY GRADUATES OF SCHOOL FOR THE DEAF

Year of Graduation	"Very Happy"		"Fairly Happy"		"Just Satisfied"		"Dislike Job"		Not Given	
	N	%	N	%	N	%	N	%	N	%
Before 1920										
Men	5	31.3	5	31.3	6	37.5				
Women	3	27.3			4	36.4			4	36.4
Total	8	29.6	5	18.5	10	37.0			4	14.8
1920-1929										
Men	10	34.5	4	13.8	8	27.6	5	17.2	2	6.9
Women	12	33.3	4	11.1	6	16.7	2	5.6	12	33.3
Total	22	33.8	8	12.3	14	21.5	7	10.8	14	21.5
1930-1939										
Men	25	39.7	12	19.0	21	33.3	2	3.2	3	4.8
Women	12	21.8	11	20.0	15	27.3	2	3.6	15	27.3
Total	37	31.4	23	19.5	36	30.5	4	3.4	18	15.3
1940-1949										
Men	57	48.3	21	17.8	30	25.4	8	6.8	2	1.7
Women	39	48.1	10	12.3	14	17.3	3	3.7	15	18.5
Total	96	48.2	31	15.6	44	22.1	11	5.5	17	8.5
1950-1958										
Men	48	47.5	19	18.8	25	24.8	3	3.0	6	5.9
Women	37	56.9	12	18.5	10	15.4	2	3.1	4	6.2
Total	85	51.2	31	18.7	35	21.1	5	3.0	10	6.0
Total										
Men	145	44.3	61	18.7	90	27.5	18	5.5	13	4.0
Women	103	41.5	37	14.9	49	19.8	9	3.6	50	20.2
Total	248	43.1	98	17.0	139	24.2	27	4.7	63	11.0

It is evident that the majority of the respondents have experienced a considerable degree of satisfaction with their jobs. Of the 575 graduates who reported working, 248 (43.1%) indicated that they were "very happy" with their jobs, while an additional 98 (17.0%) reported that they were "fairly happy." Only 4.7 per cent of the respondents indicated that they disliked their jobs.

Several indirect indices of job satisfaction may also be developed. For example, length of time in a given job is often looked upon as an indication of satisfaction. The pertinent data with respect to graduates of the School for the Deaf is given in Table 39.

TABLE 39

MEDIAN LENGTH OF TIME IN LAST JOB, AS REPORTED BY GRADUATES OF SCHOOL FOR THE DEAF

Year of Graduation	Men N	Men Median	Women N	Women Median	Total N	Total Median
Before 1920	13	29.0	4	23.0	17	24.0
1920-1929	26	15.0	13	6.5	39	11.0
1930-1939	59	9.0	26	4.0	85	7.0
1940-1949	100	5.0	24	5.0	124	5.0
1950-1958	71	2.0	36	2.0	107	2.0
Total	269	5.0	103	4.0	372	4.0

Data concerning length of time in last job were available for 372 of the respondents, 64.7 per cent of the 575 who reported having some work experience. For this group, the median length of time in the last job held proved to be 4.0 years. As one would expect, more recent graduates reported less time in their last job than other graduates.

The reasons given for leaving a job may also be looked upon as an index of job satisfaction. This group of respondents cited a total of 595 reasons for leaving their last jobs (Table 40). Some respondents gave more than one reason.

Very few of the respondents gave reasons for leaving that reflected outright dissatisfaction. Respondents indicated that they disliked their job in only 44 instances, and dislike for the employer was noted in only 17 instances. Dislike for fellow workers was checked as a reason for leaving in only 9 instances; this speaks well for the adjustment on the job of the deaf worker.

TABLE 40

NUMBER OF MALE AND FEMALE GRADUATES OF SCHOOL FOR THE DEAF CITING GIVEN REASON FOR LEAVING LAST JOB

Reason	Before 1920		1920-1929		1930-1939		1940-1949		1950-1958		Total	
	M	W	M	W	M	W	M	W	M	W	M	W
Low Salary	1		6	1	11	6	26	6	19	8	63	21
Disliked Job		2	2	1	4	2	15	4	8	6	29	15
Long Hours			1		1	3	5	1	7	4	14	8
Disliked Workers					1		3		2	3	6	3
Laid Off	5		7	4	8	4	19	5	17	11	56	24
No Promotion	2		3		9	3	15		10	6	39	9
Had to Talk									1		1	
Disliked Boss			1	1	3	1	7		2	2	13	4
Bad Travel				2	2	4	7	2	4	6	13	14
Firm Disbanded	2	3	5	8	2	3	12	7	7	3	28	24
Got Better Job	4	1	8	2	21	6	30	4	21	11	84	24
Marriage		4		18		23		42		16		103

For the most part, inadequate salaries seem to be the reason for most job changes. In 83 instances, the respondents specifically mentioned low salary as the reason for leaving; in an additional 108 instances, the respondents indicated they had left to take a better job. Lack of promotional opportunities was cited as a reason for leaving in 48 instances. It is very likely that all of these reasons reflect salary limits or ceilings, rather than other factors.

The tendency of deaf persons to stay on the job may be seen in some of the other reasons cited. In 80 instances, the respondents left their jobs because they were laid off; in 52 cases, the firm they were working for went out of business. Moreover, the most common reason for leaving a job among the women who completed the questionnaire was marriage, which was given by 103 of the female respondents.

Still another evaluation of job satisfaction may be obtained through analysis of the respondent's answers to a question asking them to compare their present or last job with that of: (a) their hearing friends; (b) their deaf friends who talk; and (c) their deaf friends who sign. Their responses to this question are summarized in Table 41.

In general, the graduates who responded to the questions felt that the jobs they held compared very favorably with those held by their friends. For example, 262 (80.1%) of the 372 men reporting work experiences felt that their jobs were as good as or better than those held by their hearing friends; a similar evaluation was made by 162 (65.3%) of the 248 women who had held jobs. Only 12.8 per cent

TABLE 41

EVALUATION OF JOB, AS REPORTED BY GRADUATES OF SCHOOL FOR THE DEAF

Year of Graduation	In Comparison with Hearing Friends				In Comparison with Deaf Friends Who Talk				In Comparison with Deaf Friends Who Sign			
	Men		Women		Men		Women		Men		Women	
	N	%	N	%	N	%	N	%	N	%	N	%
Before 1920												
Better	4	25.0			5	31.3	2	18.2	5	31.3		
As Good As	10	62.5	3	27.3	6	37.5	1	9.1	6	37.5	1	9.1
Not As Good	1	6.3	1	9.1	1	6.3	1	9.1			1	9.1
Not Given	1	6.3	7	63.6	4	25.0	7	63.6	5	31.3	9	81.8
1920-1929												
Better	8	27.6	7	19.4	14	48.3	5	13.9	14	48.3	8	22.2
As Good As	13	44.8	7	19.4	6	20.7	8	22.2	3	10.3	5	13.9
Not As Good	5	17.2	5	13.9	3	10.3	3	8.3	3	10.3	2	5.6
Not Given	3	10.3	17	47.2	6	20.7	22	61.1	9	31.0	21	58.3
1930-1939												
Better	13	20.6	2	3.6	21	33.3	4	7.3	23	36.5	6	10.9
As Good As	36	57.1	29	52.7	24	38.1	18	32.7	21	33.3	15	27.3
Not As Good	7	11.1	7	12.7	3	4.8	4	7.3	1	1.6	3	5.5
Not Given	7	11.1	17	30.9	15	23.8	29	52.7	18	28.6	31	56.4
1940-1949												
Better	40	33.9	13	16.0	34	28.8	22	27.2	43	36.4	23	28.4
As Good As	61	51.7	47	58.0	45	38.1	27	33.3	25	21.2	14	17.3
Not As Good	14	11.9	2	2.5	12	10.2	1	1.2	16	13.6	3	3.7
Not Given	3	2.5	19	23.5	27	22.9	31	38.3	34	28.8	41	50.6
1950-1958												
Better	29	28.7	16	24.6	36	35.6	17	26.2	42	41.6	20	30.8
As Good As	48	47.5	38	58.5	38	37.6	34	52.3	26	25.7	23	35.4
Not As Good	15	14.9	3	4.6	6	5.9	1	1.5	5	5.0	5	7.7
Not Given	9	8.9	8	12.3	21	20.8	13	20.0	28	27.7	17	26.2
Total												
Better	94	28.7	38	15.3	110	33.6	50	20.2	127	38.8	57	23.0
As Good As	168	51.4	124	50.0	119	36.4	88	35.5	81	24.8	58	23.4
Not As Good	42	12.8	18	7.3	25	7.6	10	4.0	25	7.6	14	5.6
Not Given	23	7.0	68	27.4	73	22.3	100	40.3	94	28.7	119	48.0

of the men and 7.3 per cent of the women felt that their jobs were not as good as those of their hearing friends.

Surprisingly, small proportions of the respondents, 70 per cent of the men and 55.7 per cent of the women, indicated that their jobs were as good as or better than those held by their deaf friends who could talk. The proportions were even smaller (men—63.6%; women—46.4%) when the respondents compared their jobs with those of deaf friends who used signs. It should be noted, however, that the proportion of respondents not giving an answer to the last two questions was comparatively high, and included approximately one-fourth of the men and two-fifths of the women.

8. Speech Requirements on Job

For the most part, the graduates of the School for the Deaf are employed in occupations that call for the use of speech (Table 42). Of the 575 persons who reported having had some work experience, only 51 (8.9%) indicated that they were called upon to use "almost no speech" in their present or last job. By way of contrast, 117 (20.3%) stated that they were called upon to talk "almost all the time."

TABLE 42

SPEECH REQUIREMENTS ON JOB, AS REPORTED BY GRADUATES OF SCHOOL FOR THE DEAF

Year of Graduation	"Almost All the Time"		"Part of the Time"		"A Little Bit"		"Almost None"		Not Given	
	N	%	N	%	N	%	N	%	N	%
Before 1920										
Men	4	25.0	4	25.0	8	50.0				
Women	3	27.3	2	18.2	1	9.1	1	9.1	4	36.4
Total	7	25.9	6	22.2	9	33.3	1	3.7	4	14.8
1920-1929										
Men	11	37.9	7	24.1	8	27.6			3	10.3
Women	5	13.9	6	16.7	5	13.9	8	22.2	12	33.3
Total	16	24.6	13	20.0	13	20.0	8	12.3	15	23.1
1930-1939										
Men	16	25.4	25	39.7	13	20.6	6	9.5	3	4.8
Women	7	12.7	14	25.5	12	21.8	8	14.5	14	25.5
Total	23	19.5	39	33.1	25	21.2	14	11.9	17	14.4
1940-1949										
Men	24	20.3	51	43.2	32	27.1	8	6.8	3	2.5
Women	12	14.8	29	35.8	18	22.2	8	9.9	14	17.3
Total	36	18.1	80	40.2	50	25.1	16	8.0	17	8.5
1950-1958										
Men	26	25.7	42	41.6	24	23.8	4	4.0	5	5.0
Women	9	13.8	25	38.5	19	29.2	8	12.3	4	6.2
Total	35	21.1	67	40.4	43	25.9	12	7.2	9	5.4
Total										
Men	81	24.8	129	39.4	85	26.0	18	5.5	14	4.3
Women	36	14.5	76	30.6	55	22.2	33	13.3	48	19.4
Total	117	20.3	205	35.7	140	24.3	51	8.9	62	10.8

Of course, the presence of other deaf workers or a deaf employer would make it less necessary for the deaf employee to use speech to communicate. For this group of respondents, however, the deaf employer is a rarity; only 6 men and none of the women reported having a deaf boss. Deaf coworkers are more common, but even here only slightly more than one-fourth (26.6%) of the group reported working in a concern that employs other deaf workers (Table 43).

TABLE 43

Number and Per Cent of Graduates of School for the Deaf Reporting Having Deaf Co-Workers

Year of Graduation	Men Number	Men Per Cent	Women Number	Women Per Cent	Total Number	Total Per Cent
Before 1920	8	50.0	1	9.1	9	33.3
1920-1929	6	20.7	8	22.2	14	21.5
1930-1939	17	27.0	7	12.7	24	20.3
1940-1949	37	31.4	24	29.6	61	30.7
1950-1958	25	24.8	20	30.8	45	27.1
Total	93	28.4	60	24.2	153	26.6

D. HEARING AND SPEECH

1. Change in Hearing Since Graduation

An individual's ability to hear, of course, does not remain static. As the individual grows older, changes are to be expected, generally in the direction of poorer hearing. The extent to which changes in hearing occurred among the graduates of the School for the Deaf in terms of their self-evaluations, is summarized in Table 44.

More than one-half (53.1%) of the respondents felt that there had been no change in their ability to hear since graduation from the School. Slightly more than one-fourth (26.9%) of the group, however, felt that their hearing was "a little better" or "much better." Only 9.9 per cent of the respondents indicated that their hearing had deteriorated since leaving the School for the Deaf. Differences between the self-evaluations of men and women were relatively minor.

In evaluating these self-reports, it should be borne in mind that all students at the School for the Deaf are considered legally deaf, and that such residual hearing as they do possess (even when augmented by a hearing aid) would not change this designation.

2. Use of Hearing Aid

Almost three-fourths (71.2%) of this group of graduates from the School for the Deaf report that they have made use of a hearing aid at some time (Table 45). Such use is much more common among more recent graduates of the School.

TABLE 44

CHANGE IN HEARING SINCE GRADUATION, AS REPORTED BY GRADUATES OF SCHOOL FOR THE DEAF

Year of Graduation	Much Better N	Much Better %	A Little Better N	A Little Better %	No Change N	No Change %	A Little Worse N	A Little Worse %	Much Worse N	Much Worse %	Given N	Given %
Before 1920												
Men	2	12.5	2	12.5	9	56.3	1	6.3	2	12.5		
Women			2	16.7	7	58.3	1	8.3			2	16.7
Total	2	7.1	4	14.2	16	57.1	2	7.1	2	7.1	2	7.1
1920-1929												
Men	3	10.3	1	3.4	15	51.7	3	10.3	3	10.3	4	13.8
Women	2	5.0	1	2.5	24	60.0	3	7.5	3	7.5	7	17.5
Total	5	7.2	2	2.9	39	56.6	6	8.7	6	8.7	11	15.9
1930-1939												
Men	4	6.2	6	9.2	40	61.5	5	7.7	3	4.6	7	10.7
Women	8	14.3	7	12.5	25	44.6	4	7.2	5	8.9	7	12.5
Total	12	9.9	13	10.7	65	53.7	9	7.4	8	6.6	14	11.6
1940-1949												
Men	17	13.8	11	8.9	68	55.3	6	4.9	6	4.9	15	12.2
Women	10	12.0	12	14.5	47	56.6	5	6.0	3	3.6	6	7.2
Total	27	13.1	23	11.2	115	55.8	11	5.3	9	4.4	21	10.2
1950-1958												
Men	18	14.0	27	20.9	76	58.9	1	0.8	1	0.8	6	4.7
Women	19	20.4	22	23.7	37	39.8	5	5.4	4	4.3	6	6.5
Total	37	16.7	49	22.1	113	50.9	6	2.7	5	2.3	12	5.4
Total												
Men	44	12.2	47	13.0	208	57.5	16	4.4	15	4.1	32	8.8
Women	39	13.7	44	15.5	140	51.1	18	6.3	15	5.3	28	9.9
Total	83	12.8	91	14.1	348	53.9	34	5.3	30	4.6	60	9.3

First use of the hearing aid varies considerably with year of graduation (Table 46). Graduates before 1940, in general, were well into the adult years before using an aid. The most recent graduates of the School, however, report that they first were introduced to a hearing aid at a median age of 11, while graduates in the 1940's first used an aid at a median age of 18 and graduates of the 1930's at an average age of 29. Only the 1950-1958 group as a whole first used a hearing aid while they were still in school. This reflects the policy of the School for the Deaf to provide all of its pupils with a hearing aid on entrance.

It should be noted that these data concerning age at which a hearing aid was first used are based on recollection. As such, they are subject to considerable error. In spite of this factor of unreliability, however, it is felt that the overall pattern of responses is meaningful.

TABLE 45

NUMBER AND PER CENT OF GRADUATES OF SCHOOL FOR THE DEAF REPORTING USE OF HEARING AID AT SOME TIME

Year of Graduation	Men		Women		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Before 1920	8	50.0	4	33.3	12	42.9
1920-1929	14	48.3	20	50.0	34	49.3
1930-1939	40	61.5	26	46.4	66	54.5
1940-1949	84	68.3	66	79.5	150	72.8
1950-1958	114	88.4	84	90.3	198	89.2
Total	260	71.8	200	70.4	460	71.2

TABLE 46

MEDIAN AGE AT WHICH GRADUATES OF SCHOOL FOR DEAF REPORT FIRST USE OF HEARING AID

Year of Graduation	Men	Women	Total
Before 1920	40	40	40
1920-1929	35	35	35
1929-1939	28	30	29
1940-1949	17	18	18
1950-1958	11	12	11
Total	16	17	16

3. Present Use of Hearing Aid

To what extent have those respondents who formerly used a hearing aid continued to make use of it? Approximately one-third (32.4%) of the group that tried a hearing aid have discarded it completely; approximately one of every three (28.9%)use the hearing aid only occasionally (Table 47). The aid is worn "most of the time" by 19.8 per cent of the group that began to use it at some time, and "always" by 19.1 per cent. No consistent sex or age differences are apparent in the data.

When is the hearing aid worn? Approximately three out of every five of the individuals who use hearing aids report that they do so while watching TV (63.1%) and at the movies (61.9%). Approximately two out of every five (44.9%) wear a hearing aid at work or at school, or while at home with their immediate family (37.8%). Slightly more than one-third (36.2%) wear a hearing aid when entertaining visitors (Table 48).

What effect does the use of the hearing aid have? Approximately one-third (35.4%) of the users of hearing aids feel that they provide greatly improved hearing; slightly more than one-fourth (26.7%) report that they make it possible to hear some additional sound (Table 49). Only 14.3 per cent of the users of hearing aids feel that they are of very little value.

TABLE 47

EXTENT OF PRESENT USE OF HEARING AID REPORTED BY GRADUATES OF SCHOOL FOR THE DEAF

Year of Graduation	Always		Most of the Time		Occasionally		Never	
	N	%	N	%	N	%	N	%
Before 1920								
Men	2	25.0	1	12.5	2	25.0	3	37.5
Women			1	25.0	2	50.0	1	25.0
Total	2	16.7	2	16.7	4	33.3	4	33.3
1920-1929								
Men	3	21.4	1	7.1	2	14.3	8	57.1
Women	2	10.0	6	30.0	3	15.0	9	45.0
Total	5	14.7	7	20.6	5	14.7	17	50.0
1930-1939								
Men	4	10.0	7	17.5	11	27.5	18	45.0
Women	6	23.1	8	30.8	5	19.2	8	30.8
Total	10	15.2	15	22.7	16	24.2	26	39.4
1940-1949								
Men	19	22.6	11	13.1	29	34.5	25	29.8
Women	12	18.2	8	12.1	15	22.7	31	47.0
Total	31	20.7	19	12.7	44	29.3	56	37.3
1950-1958								
Men	19	16.7	32	28.1	37	32.5	26	22.8
Women	21	25.0	16	19.0	27	32.1	20	23.8
Total	40	20.2	48	24.2	64	32.3	46	23.2
Total								
Men	47	18.1	52	20.0	81	31.2	80	30.8
Women	41	20.5	39	19.5	52	26.0	69	34.5
Total	88	19.1	91	19.8	133	28.9	149	32.4

4. Ability to Lipread

For the deaf individual, ability to read lips is an important determinant of their ability to function in a hearing world. The School for the Deaf, of course, teaches lipreading. The graduates were asked to indicate their current ability to read lips. Their responses are summarized in Table 50.

TABLE 48

ACTIVITIES DURING WHICH HEARING AID IS WORN, AS REPORTED BY GRADUATES OF SCHOOL FOR THE DEAF

Year of Graduation	Entertaining Visitors N	Entertaining Visitors %	Watching TV N	Watching TV %	At Work or School N	At Work or School %	Home With Family N	Home With Family %	Visiting Friends N	Visiting Friends %	At the Movies N	At the Movies %
Before 1920												
Men	4	80.0	3	60.0	1	20.0	4	80.0	3	60.0	4	80.0
Women	1	33.3	2	66.7					1	33.3	2	66.7
Total	5	62.5	5	62.5	1	12.5	4	50.0	4	50.0	6	75.0
1920-1929												
Men	2	33.3	5	83.3	2	33.3	2	33.3	2	33.3	3	50.0
Women	8	72.7	9	81.8	4	36.4	7	63.6	7	63.6	8	72.7
Total	10	58.8	14	82.4	6	35.3	9	52.9	9	52.9	11	64.7
1930-1939												
Men	6	27.3	16	72.7	4	18.2	4	18.2	5	22.7	15	68.2
Women	7	36.8	14	73.7	6	31.6	6	31.6	7	36.8	13	68.4
Total	13	31.7	30	73.2	10	24.4	10	24.4	12	29.3	28	68.3
1940-1949												
Men	25	42.4	42	71.2	25	42.4	28	47.5	25	42.4	45	76.3
Women	9	25.7	20	57.1	9	25.7	14	40.0	8	22.9	20	57.1
Total	34	36.2	62	66.0	34	36.2	42	44.7	33	35.1	65	69.1
1950-1958												
Men	33	37.5	50	56.8	53	60.2	33	37.5	26	29.5	48	54.5
Women	18	28.1	36	56.3	36	56.3	20	31.3	20	31.3	35	54.7
Total	51	33.6	86	56.6	89	58.6	53	34.9	46	30.3	83	54.6
Total												
Men	70	38.9	116	64.4	85	47.2	71	39.4	61	33.9	115	63.9
Women	43	32.8	81	61.4	55	41.7	47	35.6	43	32.8	78	59.1
Total	113	36.2	197	63.1	140	44.9	118	37.8	104	33.3	193	61.9

More than one-half (52.3%) of the respondents feel that they can read lips "very well;" an additional 36.8 per cent feel that they can read lips "fairly well." Only 9 members of the total group report inability to lipread. No appreciable age or sex differences are apparent.

5. Change in Ability to Speak Since Graduation

In a hearing world, the ability of the deaf person to speak constitutes an important aspect of his relative success in communicating with persons who are not deaf. The School for the Deaf, as a consequence, places great emphasis on the development of speech skills. The extent to which the graduate of the School for the Deaf feels that the skills developed by the School have been maintained is summarized in Table 51.

TABLE 49

EFFECT OF USE OF HEARING AID, AS REPORTED BY GRADUATES OF SCHOOL FOR THE DEAF

Year of Graduation	Greatly Improved Hearing		Some Additional Sound		Very Little Value	
	Number	Percent	Number	Percent	Number	Percent
Before 1920						
Men	3	37.5	2	25.0	1	12.5
Women	2	50.0	1	25.0	1	25.0
Total	5	41.7	3	25.0	2	16.7
1920-1929						
Men	2	14.3	2	14.3	3	21.4
Women	4	20.0	5	25.0	3	15.0
Total	6	17.6	7	20.6	6	17.6
1930-1939						
Men	14	35.0	6	15.0	7	17.5
Women	11	42.3	6	23.1	4	15.4
Total	25	37.9	12	18.2	11	16.7
1940-1949						
Men	35	41.7	14	16.7	6	7.1
Women	17	25.8	22	33.3	7	10.6
Total	52	34.7	36	24.0	13	8.7
1950-1958						
Men	44	38.6	31	27.2	29	25.4
Women	31	36.9	34	40.5	5	6.0
Total	75	37.9	65	32.8	34	17.2
Total						
Men	98	37.7	55	21.2	46	17.7
Women	65	32.5	68	34.0	20	10.0
Total	163	35.4	123	26.7	66	14.3

Almost one-half (45.4%) of the graduates of the School for the Deaf report that their speech has become "much better" since leaving the School. An additional 22.8 per cent of the respondents indicate that "a little" improvement has taken place while 26.0 per cent report "no change." Only 16 individuals, 2.5 per cent of the total group, feel that their speech has retrogressed.

To some degree, the extent to which the speech skills of deaf persons will be maintained will depend upon the amount of speaking the individual will be called upon to do. In the case of the graduates of the School for the Deaf, slightly more than 90 per cent of the group report that they use speech in communicating with their families and friends (Table 52), and almost three-fourths (73.2%) of the group indicate that they use speech in communicating with their employers (Table 53).

TABLE 50

PRENSENT ABILITY TO LIPREAD, AS REPORTED BY GRADUATES OF SCHOOL FOR THE DEAF

Year of Graduation	Very Well N	Very Well %	Fairly Well N	Fairly Well %	Very Little N	Very Little %	Not at All N	Not at All %	Not Given N	Not Given %
Before 1920										
Men	5	31.3	10	62.5	1	6.3				
Women	10	83.3	2	16.7						
Total	15	53.6	12	42.9	1	3.6				
1920-1929										
Men	13	44.8	13	44.8	2	6.9			1	3.4
Women	27	67.5	11	27.5	1	2.5			1	2.5
Total	40	58.0	24	34.8	3	4.3			2	2.9
1930-1939										
Men	36	55.4	20	30.8	8	12.3	1	1.5	1	1.8
Women	26	46.4	28	50.0	1	1.8				
Total	62	51.2	48	39.7	9	7.4	1	0.8	1	0.8
1940-1949										
Men	53	43.1	48	39.0	19	15.4	1	0.8	2	1.6
Women	55	66.3	21	25.3	6	7.2	1	1.2		
Total	108	52.4	69	33.5	25	12.1	2	1.0	2	1.0
1950-1958										
Men	69	53.5	46	35.7	10	7.8	2	1.6	2	1.6
Women	44	47.3	39	41.9	5	5.4	4	4.3	1	1.1
Total	113	50.9	85	38.3	15	6.8	6	2.7	3	1.4
Total										
Men	176	48.6	137	37.8	40	11.0	4	1.1	5	1.4
Women	162	57.0	101	35.6	13	4.6	5	1.8	3	1.1
Total	338	52.3	238	36.8	53	8.2	9	1.4	8	1.2

E. LEISURE TIME ACTIVITIES

One of the items in the questionnaire completed by the graduates of the School for the Deaf listed 21 different leisure time activities, and asked the respondent to note his participation by checking as many of the activities as he wished. No attempt was made to determine frequency of participation or relative degree of participation. The obtained results are summarized in Table 54.

The most popular leisure time activity mentioned by the respondents proved to be watching television, which was checked by 92.6 per cent of the total group. Attendance at motion pictures, cited by 85.3 per cent of the respondents, was next in popularity. It should be noted that the two most popular leisure time activities in which these deaf persons engage call either for ability to hear or for a high degree of ability

TABLE 51

CHANGE IN SPEECH SINCE GRADUATION, AS REPORTED BY GRADUATES OF SCHOOL FOR THE DEAF

Graduation Year of	Much Better		A Little Better		No Change		A Little Worse		Much Worse		Not Given	
	N	%	N	%	N	%	N	%	N	%	N	%
Before 1920												
Men	6	37.5	4	25.0	6	37.5						
Women	9	75.0	1	8.3	1	8.3					1	8.3
Total	15	53.6	5	17.9	7	25.0					1	3.6
1920-1929												
Men	13	44.8	4	13.8	8	27.6	3	10.3			1	3.4
Women	20	50.0	4	10.0	13	32.5	1	2.5	1	2.5	1	2.5
Total	33	47.8	8	11.6	21	30.4	4	5.8	1	1.4	2	2.9
1930-1939												
Men	28	43.1	12	18.5	22	33.8	1	1.5			2	3.1
Women	20	35.7	15	26.8	16	28.6	2	3.6			3	5.4
Total	48	39.7	27	22.3	38	31.4	3	2.5			5	4.1
1940-1949												
Men	48	39.0	37	30.1	28	22.8	4	3.3	2	1.6	4	3.3
Women	38	45.8	15	18.1	26	31.3					4	4.8
Total	86	41.7	52	25.2	54	26.2	4	1.9	2	1.0	8	3.9
1950-1958												
Men	65	50.4	32	24.8	26	20.2			1	0.8	5	3.9
Women	46	49.5	23	24.7	22	23.7	1	1.1			1	1.1
Total	111	50.0	55	24.8	48	21.6	1	0.5	1	0.5	6	2.7
Total												
Men	160	44.2	89	24.6	90	24.9	8	2.2	4	1.1	12	3.3
Women	133	46.8	58	20.4	78	27.5	4	1.4			10	3.5
Total	293	45.4	147	22.8	168	26.0	12	1.9	4	0.6	22	3.4

to lipread. A few of the respondents volunteered the information that their TV sets and the theatres they attended were equipped with special ear plugs.

Reading was also given as a popular leisure time activity. Although mentioned more frequently by women than by men (men—73.2%; women—84.5%), it was third in order of frequency of mention by both sexes. Going to parties, playing cards, and travel followed in that sequence in frequency of mention, and were each cited by more than one-half of both the men and the women who responded to the questionnaire. Watching sports events, building and repairing things, and bowling were other activities checked by more than one-half of the men; dancing was checked by more than one-half of the women.

Less than one-fifth of the respondents of both sexes checked the following activities: going to art shows, camping, going to the ballet,

TABLE 52

USUAL MEANS OF COMMUNICATION WITH FAMILY AND FRIENDS, AS REPORTED BY GRADUATES OF SCHOOL FOR THE DEAF

Year of Graduation	Signs, Gestures, Manual Alphabet		Speech		Writing		Not Given	
	N	%	N	%	N	%	N	%
Before 1920								
Men	5	31.3	10	62.5	1	6.3		
Women			11	91.7			1	8.3
Total	5	17.9	21	75.0	1	3.6	1	3.6
1920-1929								
Men	4	13.8	24	82.8			1	3.4
Women	3	7.5	34	85.0	1	2.5	2	5.0
Total	7	10.1	58	84.1	1	1.4	3	4.3
1930-1939								
Men	2	3.1	62	95.4			1	1.5
Women	1	1.8	53	94.6			2	3.6
Total	3	2.5	115	95.0			3	2.5
1940-1949								
Men	6	4.9	110	89.4	3	2.4	4	3.3
Women	3	3.6	79	95.2			1	1.2
Total	9	4.4	189	91.7	3	1.5	5	2.4
1950-1958								
Men	4	3.1	121	93.8	2	1.6	2	1.6
Women	10	10.8	82	88.2			1	1.1
Total	14	6.3	203	91.4	2	0.9	3	1.4
Total								
Men	21	5.8	327	90.3	6	1.7	8	2.2
Women	17	6.0	259	91.2	1	0.4	7	2.5
Total	38	5.9	586	90.7	7	1.1	15	2.3

attending concerts. In addition, less than 10 per cent of the women checked fishing and hunting as a leisure time activity, in contrast to the one of three men who did.

F. SOCIAL RELATIONS

The questionnaire completed by the graduates of the School for the Deaf also contained a number of items dealing with various aspects of the social life of the respondent. Most of these items dealt with club and church membership; the others concerned a variety of social activities.

1. Deaf and Hearing Friends

While a broad picture of recreational choices emerges in the previous chapter, little light is thrown on extent of socialization. Most of the

TABLE 53

Usual Means of Commuication with Employer, As Reported by Graduates of School for the Deaf

Year of Graduation	Signs, Gestures, Manual Alphabet N	Signs, Gestures, Manual Alphabet %	Speech N	Speech %	Writing N	Writing %	Not Given N	Not Given %
Before 1920								
Men			12	75.0	3	18.8	1	6.3
Women			5	41.7			7	58.3
Total			17	60.7	3	10.7	8	28.6
1920-1929								
Men	1	3.4	25	86.2			3	10.3
Women			22	55.0			18	45.0
Total	1	1.4	47	68.1			21	30.4
1930-1939								
Men			55	84.6	4	6.2	6	9.2
Women			44	78.6	3	5.4	9	16.1
Total			99	81.8	7	5.8	15	12.4
1940-1949								
Men	3	2.4	104	84.6	9	7.3	7	5.7
Women			63	75.9	1	1.2	19	22.9
Total	3	1.5	167	81.0	10	4.9	26	12.6
1950-1958								
Men	2	1.6	91	70.5	7	5.4	29	22.4
Women	3	3.2	52	55.9	4	4.3	34	36.6
Total	5	2.3	143	64.4	11	5.0	63	28.4
Total								
Men	6	1.7	287	79.3	23	6.4	46	12.7
Women	3	1.1	186	65.5	8	2.2	87	30.6
Total	9	1.4	473	73.2	31	4.8	133	20.6

checklist items can be solitary or group activities. A separate item called for an estimate of the relative proportion of deaf and hearing friends that they had. The obtained data are summarized in Table 55.

An attempt was made to "force" respondents to make a choice by presenting only two alternatives—"more deaf friends" or "more hearing friends." Many of the respondents, however, checked both choices, probably in an effort to indicate that they had an equal number of both hearing and deaf friends. Such responses have been classified under "not given."

For the group as a whole, a slightly larger proportion of the graduates indicate that they have more deaf than hearing friends. This tendency is more evident among the women who responded than among the men. When older and younger graduates are compared, great differences appear. The tendency to have more deaf friends drops steadily

TABLE 54

Number and Proportion of Graduates of School for the Deaf Reporting Participation in Given Activity in Spare Time

	Before 1920		1920's		1930's		1940's		1950's		Total	
Activity	N	%	N	%	N	%	N	%	N	%	N	%
Watching Sports												
Men	6	37.5	16	55.2	32	49.2	78	63.4	89	69.0	221	61.0
Women	1	8.3	8	20.0	12	21.4	18	21.7	38	40.9	77	27.1
Total	7	25.0	24	34.8	44	36.4	96	46.6	127	57.2	298	46.1
Movies												
Men	8	50.0	18	62.1	54	83.1	107	87.0	118	91.5	305	84.3
Women	10	83.3	28	70.0	46	82.1	73	88.0	89	95.7	246	86.6
Total	18	64.3	46	66.7	100	82.6	180	87.4	207	93.2	551	85.3
Dancing												
Men	2	12.5	7	24.1	21	32.3	56	45.5	77	59.7	163	45.0
Women	2	16.7	10	25.0	21	37.5	47	56.6	63	67.7	143	50.4
Total	4	14.3	17	24.6	42	34.7	103	50.0	140	63.1	306	47.4
Parties												
Men	12	75.0	14	48.3	36	55.4	87	70.7	98	76.0	247	68.2
Women	8	66.7	21	52.5	36	64.3	65	78.3	73	78.5	203	71.5
Total	20	71.4	35	50.7	72	59.5	152	73.8	171	77.0	450	69.7
Camping												
Men	1	6.3	3	10.3	10	15.4	22	17.9	24	18.6	60	16.6
Women	1	8.3	4	10.0	2	3.6	7	8.4	10	10.8	24	8.5
Total	2	7.2	7	10.1	12	9.9	29	14.1	34	15.3	84	13.0
Fishing; Hunting												
Men	4	25.0	8	27.6	26	40.0	45	36.6	53	41.1	136	37.6
Women	2	16.7	2	5.0	4	7.1	8	9.6	12	12.9	28	9.9
Total	6	21.4	10	14.4	30	24.7	53	25.7	65	29.3	164	25.4
Concerts												
Men	3	18.8	1	3.4	3	4.6	10	8.1	8	6.2	25	6.9
Women			5	12.5	5	8.9	6	7.2	12	12.9	28	9.9
Total	3	10.7	6	8.7	8	6.6	16	7.8	20	9.0	53	8.2
Plays												
Men	3	18.8	4	13.8	14	21.5	38	30.9	36	27.9	95	26.2
Women	3	25.0	4	10.0	13	23.2	20	24.1	28	30.1	68	23.9
Total	6	21.4	8	11.6	27	22.3	58	28.2	64	28.8	163	25.2
Ballet												
Men	1	6.3	4	13.8	8	12.3	13	10.7	6	4.7	32	8.8
Women	3	25.0	8	20.0	6	10.7	9	10.8	9	9.7	35	12.3
Total	4	14.3	12	17.4	14	11.6	22	10.7	15	6.8	67	10.4
Lectures												
Men	2	12.5	2	6.9	8	12.3	14	11.4	15	11.6	41	11.3
Women	7	58.3	2	5.0	4	7.1	3	3.6	5	5.4	21	7.4
Total	9	32.1	4	5.8	12	9.9	17	8.3	20	9.0	62	9.6
Museums												
Men	5	31.3	12	41.4	22	33.8	45	36.6	35	27.1	119	32.9
Women	4	33.3	16	40.0	17	30.4	28	33.7	33	35.5	98	34.5
Total	9	32.1	28	40.6	39	32.2	73	35.4	68	30.6	217	33.6

TABLE 54 (Continued)

Activity	Before 1920 N	Before 1920 %	1920's N	1920's %	1930's N	1930's %	1940's N	1940's %	1950's N	1950's %	Total N	Total %
Crafts												
Men	1	6.3	3	10.3	20	30.8	26	21.1	38	29.5	88	24.3
Women	5	41.7	9	22.5	10	17.9	18	21.7	23	24.7	65	22.9
Total	6	21.4	12	17.4	30	24.8	44	21.4	61	27.5	153	23.7
Chess; Checkers												
Men	4	25.0	12	41.4	21	32.3	49	39.8	56	43.4	142	39.2
Women	1	8.3	7	17.5	13	23.2	19	22.9	38	40.9	78	27.5
Total	5	17.9	19	27.5	34	28.1	68	33.0	94	42.3	220	34.1
Cards												
Men	7	43.8	19	65.5	44	67.7	77	62.6	81	62.8	228	63.0
Women	7	58.3	23	57.5	36	64.3	43	51.8	57	61.3	166	58.5
Total	14	50.0	42	60.9	80	66.1	120	58.3	138	62.2	394	61.0
Bowling												
Men	1	6.3	13	44.8	31	47.7	69	56.1	91	70.5	205	56.6
Women	2	16.7	5	12.5	22	39.3	39	47.0	55	59.1	123	43.3
Total	3	10.7	18	26.1	53	43.8	108	52.4	146	65.8	328	50.8
Art Shows												
Men	3	18.8	6	20.7	14	21.5	18	14.6	22	17.1	63	17.4
Women	1	8.3	8	20.0	9	16.1	10	12.0	15	16.1	43	15.1
Total	4	14.3	14	20.3	23	19.0	28	13.6	37	16.7	106	16.4
Watch TV												
Men	14	87.5	23	79.3	57	87.7	120	97.6	118	91.5	332	91.7
Women	12	100.0	35	87.5	50	89.3	78	94.0	91	97.8	266	93.7
Total	26	92.9	58	84.1	107	88.4	198	96.1	209	94.1	598	92.6
Loaf												
Men	6	37.5	8	27.6	21	32.3	35	28.5	43	33.3	113	31.2
Women	1	8.3	6	15.0	11	19.6	10	12.0	25	26.9	53	18.7
Total	7	25.0	14	20.3	32	26.4	45	21.8	68	30.6	166	25.7
Build, Repair												
Men	9	56.3	17	58.6	45	69.2	78	63.4	67	51.9	216	59.7
Women	4	33.3	9	22.5	22	39.3	16	19.3	16	17.2	67	23.6
Total	13	46.4	26	37.7	67	55.4	94	45.6	83	37.4	283	43.8
Travel												
Men	10	62.5	16	55.2	33	50.8	83	67.5	85	65.9	227	62.7
Women	5	41.7	18	45.0	28	50.0	50	60.2	53	57.0	154	54.2
Total	15	53.6	34	49.3	61	50.4	133	64.6	138	62.2	381	59.0
Read												
Men	13	81.3	21	72.4	53	81.5	92	74.8	86	66.7	265	73.2
Women	11	91.7	33	82.5	50	89.3	74	89.2	72	77.4	240	84.5
Total	24	85.7	54	78.3	103	85.1	166	80.6	158	71.2	505	78.2

TABLE 55

RELATIVE PROPORTION OF DEAF AND HEARING FRIENDS, AS REPORTED BY GRADUATES OF SCHOOL FOR THE DEAF

	Before 1920		1920-1929		1930-1939		1940-1949		1950-1958		Total	
Friends	N	%	N	%	N	%	N	%	N	%	N	%
More Deaf												
Men	12	75.0	17	58.6	34	52.3	58	47.2	34	26.4	155	42.8
Women	8	66.7	23	57.5	24	42.9	35	42.2	49	52.7	139	48.9
Total	20	71.4	40	58.0	58	47.9	93	45.1	83	37.4	294	45.5
More Hearing												
Men	2	12.5	9	31.0	23	35.4	46	37.4	70	54.3	150	41.4
Women	2	16.7	12	30.0	19	33.9	27	32.5	33	35.5	93	32.7
Total	4	14.3	21	30.4	42	34.7	73	35.4	103	46.4	243	37.6
Not Given												
Men	2	12.5	3	10.3	8	12.3	19	15.4	25	19.4	57	15.7
Women	2	16.7	5	12.5	13	23.2	21	25.3	11	11.8	52	18.3
Total	4	14.3	8	11.6	21	17.4	40	19.4	36	16.2	109	16.9

from 71 per cent for the "Before 1920" group to 37 per cent for the "1950-1958" group. The graduates of the most recent decade are the only ones who reported more hearing than deaf friends. Closer inspection shows, however, that this observation is true only for the men. Even in the youngest group, a much larger proportion of women reported more deaf friends than hearing. Undoubtedly, this finding is related to the data in Table 10, which shows that, for the decade 1950-1958, a larger proportion of the women married deaf spouses.

2. Club Membership

Membership in clubs is at a very high level among the graduates of the School for the Deaf. Of the total group of 646 respondents, 392 (60.7%) reported membership in a club (Table 56). While membership is high for all ages, more older graduates belong to clubs than younger ones. A larger proportion of the men reported membership.

More than half of the respondents said that they were members of more than one club (Table 57).

The respondents also report that they are fairly consistent in their attendance at club meetings. Only 26.8 per cent of the club members report that they attend very few meetings, as contrasted to the 38.8 per cent that indicate that they atend almost every meeing (Table 58).

TABLE 56

NUMBER AND PROPORTION OF GRADUATES OF SCHOOL FOR THE DEAF REPORTING MEMBERSHIP IN CLUBS OR ORGANIZATIONS

Year of Graduation	Men		Women		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Before 1920	11	68.8	9	75.0	20	71.4
1920-1929	23	79.3	21	52.5	44	63.8
1930-1939	49	75.4	33	58.9	82	67.8
1940-1949	80	65.0	43	51.8	123	59.7
1950-1958	79	61.2	44	47.3	123	55.4
Total	242	66.9	150	52.8	392	60.7

TABLE 57

NUMBER OF CLUB MEMBERSHIPS HELD, AS REPORTED BY GRADUATES OF THE SCHOOL FOR THE DEAF

Membership Held	Before 1920		1920-1929		1930-1939		1940-1949		1950-1958		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
One												
Men	1	9.1	9	39.1	15	30.6	37	46.3	35	44.3	97	40.1
Women	4	44.4	13	61.9	19	57.6	28	65.1	21	47.7	85	56.7
Total	5	25.0	22	50.0	34	41.5	65	52.8	56	45.5	182	46.4
Two												
Men	4	36.4	8	34.8	10	20.4	16	20.0	27	34.2	65	26.9
Women	3	33.3	5	23.8	10	30.3	5	11.6	12	27.3	35	23.3
Total	7	35.0	13	29.5	20	24.4	21	17.1	39	31.7	100	25.5
Three												
Men	3	27.3	2	8.7	15	30.6	11	13.8	11	13.9	42	17.4
Women	2	22.2	2	9.5	3	9.1	7	16.3	6	13.6	20	13.3
Total	5	25.0	4	9.1	18	22.0	18	14.6	17	13.8	62	15.8
Four												
Men	3	27.3	2	8.7	6	12.2	15	18.8	5	6.3	31	12.8
Women			1	4.8	1	3.0	2	4.7	4	9.1	8	5.3
Total	3	15.0	3	6.8	7	8.5	17	13.8	9	7.3	39	9.9
Five												
Men			2	8.7	3	6.1	1	1.3	1	1.3	7	2.9
Women							1	2.3	1	2.3	2	1.3
Total			2	4.5	3	3.7	2	1.0	2	1.6	9	2.3

Men are evidently slightly more consistent in their pattern of attendance than women.

For the most part, the deaf person is accompanied to his club meetings by other deaf individuals. Almost one-half (47.4%) of those persons who are club members report that they attend meetings in the company of deaf friends, and approximately one-fourth (24.2%) indicate that they attend meetings in the company of both deaf and hearing friends (Table 59). About one in five club members (18.9%) report that their companions at club meetings are exclusively hearing friends. For the youngest group of men, however, the figure is about two in five. This contrast is similar to that found in the description of the number of hearing friends.

The respondents were also asked to indicate how many members of their clubs they knew. In line with the consistent pattern of attendance at club meetings and the high proportion that are accompanied to meetings by friends, it is not surprising that almost two-thirds (65.3%) of the respondents report that they know most of the members of their club groups, while only 8.2 per cent indicate that they know few members (Table 60).

TABLE 58

ATTENDANCE AT CLUB MEETINGS, AS REPORTED BY GRADUATES OF SCHOOL FOR THE DEAF

	Before 1920		1920-1929		1930-1939		1940-1949		1950-1958		Total	
Attendance	N	%	N	%	N	%	N	%	N	%	N	%
Nearly Every Meeting												
Men	6	54.5	5	21.7	24	49.0	26	32.5	38	48.1	99	40.9
Women	5	55.6	7	33.3	10	30.3	16	37.2	15	34.1	53	35.3
Total	11	55.0	12	27.3	34	41.5	42	34.1	53	43.1	152	38.8
Some Meetings												
Men	3	27.3	10	43.5	14	28.6	25	31.3	26	32.9	78	32.2
Women	2	22.2	6	28.6	6	18.2	14	32.6	16	36.4	44	29.3
Total	5	25.0	16	36.4	20	24.4	39	31.7	42	34.1	122	31.1
Very Few Meetings												
Men	1	9.1	7	30.4	11	22.4	27	33.8	12	15.2	58	24.0
Women	2	22.2	5	23.8	16	48.5	11	25.6	13	29.5	47	31.3
Total	3	15.0	12	27.3	27	32.9	38	30.9	25	20.3	105	26.8
Not Given												
Men	1	9.1	1	4.3			2	2.5	3	3.8	7	2.9
Women			3	14.3	1	3.0	2	4.7			6	4.0
Total	1	5.0	4	9.1	1	1.2	4	3.3	3	2.4	13	3.3

TABLE 59

COMPANIONS AT CLUB MEETINGS, AS REPORTED BY GRADUATES OF SCHOOL FOR THE DEAF

	Before 1920		1920-1929		1930-1939		1940-1949		1950-1958		Total	
Companions	N	%	N	%	N	%	N	%	N	%	N	%
Deaf Friends												
Men	7	63.6	10	43.5	28	57.1	42	52.5	22	27.8	109	45.0
Women	4	44.4	11	52.4	16	48.5	22	51.2	24	54.5	77	51.3
Total	11	55.0	21	47.7	44	53.7	64	52.0	46	37.4	186	47.4
Hearing Friends												
Men			2	8.7	8	16.3	12	15.0	31	39.2	53	21.9
Women			2	9.5	4	12.1	9	20.9	6	13.6	21	14.0
Total			4	9.1	12	14.6	21	17.1	37	30.1	74	18.9
Deaf and Hearing Friends												
Men	3	27.3	7	30.4	10	20.4	21	26.3	23	29.1	64	26.4
Women	2	22.2	3	14.3	9	27.3	6	14.0	11	25.0	31	20.7
Total	5	25.0	10	22.7	19	23.2	27	22.0	34	27.6	95	24.2
Not Given												
Men	1	9.1	4	17.4	3	6.1	5	6.3	3	3.8	16	6.6
Women	3	33.3	5	23.8	4	12.1	6	14.0	3	6.8	21	14.0
Total	4	20.0	9	20.5	7	8.5	11	8.9	6	4.9	37	9.4

TABLE 60

KNOWLEDGE OF CLUB MEMBERS, AS REPORTED BY GRADUATES OF SCHOOL FOR THE DEAF

	Before 1920		1920-1929		1930-1939		1940-1949		1950-1958		Total	
Members Known	N	%	N	%	N	%	N	%	N	%	N	%
Most												
Men	9	81.8	15	65.2	36	73.5	54	67.5	50	63.3	164	67.8
Women	6	66.7	14	66.7	20	60.6	32	74.4	20	45.5	92	61.3
Total	15	75.0	29	65.9	56	68.3	86	69.9	70	56.9	256	65.3
Some												
Men	2	18.2	5	21.7	11	22.4	19	23.8	20	25.3	57	23.6
Women	2	22.2	5	23.8	10	30.3	7	16.3	19	43.2	43	28.7
Total	4	20.0	10	22.7	21	25.6	26	21.1	39	31.7	100	25.5
Few												
Men			3	13.0	2	4.1	7	8.8	9	11.4	21	8.7
Women	1	11.1	1	4.8	3	9.1	1	2.3	5	11.4	11	7.3
Total	1	5.0	4	9.1	5	6.1	8	6.5	14	11.4	32	8.2
Not Given												
Men												
Women			1	4.8			3	7.0			4	2.7
Total			1	2.3			3	2.4			4	1.0

Evidently, the graduate of the School for the Deaf does not seek a position of leadership or responsibility within the club that he joins. Twenty-five per cent of those respondents who are club members report that they serve on club committees (Table 61), and 21.2 per cent report service as club officers (Table 62). In both cases, the proportion is higher for the older graduates, and decreases with age.

TABLE 61

Number and Proportion of Graduates of School for the Deaf Reporting Service on Club Committees

Year of Graduation	Men		Women		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Before 1920	3	27.3	3	33.3	6	30.0
1920-1929	5	21.7	6	28.6	11	25.0
1930-1939	14	28.6	8	24.2	22	26.8
1940-1949	23	28.8	9	20.9	32	26.0
1950-1958	19	24.1	8	18.2	27	22.0
Total	64	26.4	34	22.7	98	25.0

TABLE 62

Number and Proportion of Graduates of School for the Deaf Reporting Service as Club Officers

Year of Graduation	Men		Women		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Before 1920	3	27.3	3	33.3	6	30.0
1920-1929	3	13.0	5	23.8	8	18.2
1930-1939	13	26.5	5	21.7	18	22.0
1940-1949	19	23.8	10	23.3	29	23.6
1950-1958	17	21.5	5	11.4	22	17.9
Total	55	22.7	28	18.7	83	21.2

It is also of interest to consider the means of communication used by the respondents at their club meetings. A large number of the club meetings are conducted through a combination of speech and signs. Slightly more than one-half (51.8%) of the club members report that this two-fold method is utilized. Speech as the exclusive medium of communication at club meetings is reported by slightly more than one-third of the respondents (Table 63).

TABLE 63

COMMUNICATION AT CLUB MEETINGS, AS REPORTED BY GRADUATES OF SCHOOL FOR THE DEAF

Communication	Before 1920 N	Before 1920 %	1920-1929 N	1920-1929 %	1930-1939 N	1930-1939 %	1940-1949 N	1940-1949 %	1950-1958 N	1950-1958 %	Total N	Total %
Signs												
Men	3	27.3	3	13.0	3	6.1	9	11.3	2	2.5	20	8.3
Women	1	11.1	4	19.0	3	9.1	1	2.3	3	6.8	12	8.0
Total	4	20.0	7	15.9	6	7.3	10	8.1	5	4.1	32	8.2
Speech												
Men	2	18.2	8	34.8	20	40.8	23	28.8	43	54.4	96	39.7
Women	1	11.1	3	14.3	13	39.4	14	32.6	12	27.3	43	28.7
Total	3	15.0	11	25.0	33	40.2	37	30.1	55	44.7	139	35.5
Signs and Speech												
Men	6	54.5	11	47.8	23	46.9	45	56.3	31	39.2	116	47.9
Women	6	66.7	11	52.4	16	48.5	25	58.1	29	65.9	87	58.0
Total	12	60.0	22	50.0	39	47.6	70	56.9	60	48.8	203	51.8
Not Given												
Men			1	4.3	3	6.1	2	2.5	3	3.8	9	3.7
Women	1	11.1	3	14.3	1	3.0	3	7.0			8	5.3
Total	1	5.0	4	9.1	4	4.9	5	4.1	3	2.4	17	4.3

3. Church Membership

Church membership is not quite so common as club membership among the graduates of the School for the Deaf. Of the total groups of respondents, 360 (55.8%) report membership in a church or temple (Table 64). However, many respondents indicate that they attend services although they are not members of a church. Reports showed that 180 respondents, 27.9 per cent of the total group, attend religious serv-

TABLE 64

NUMBER AND PROPORTION OF GRADUATES OF SCHOOL FOR THE DEAF REPORTING CHURCH MEMBERSHIP

Year of Graduation	Men Number	Men Per Cent	Women Number	Women Per Cent	Total Number	Total Per Cent
Before 1920	9	56.3	7	58.3	16	57.1
1920-1929	15	51.7	22	55.0	37	53.6
1930-1939	36	55.4	32	57.1	68	56.2
1940-1949	60	48.8	49	59.0	109	52.9
1950-1958	84	65.1	46	49.5	130	58.6
Total	204	56.4	156	54.9	360	55.8

ices "regularly" and an additional 52 respondents, 8% of the total group, attend "most of the time" (Table 65). Slightly more than one-fourth (27.1%) of the group state that they attend religious services "sometimes." More than one-third (37.0%) of the respondents did not answer this question; a large proportion of this subgroup may be presumed to be non-church-goers.

TABLE 65

ATTENDANCE AT RELIGIOUS SERVICES, AS REPORTED BY GRADUATES OF SCHOOL FOR THE DEAF

	Before 1920		1920-1929		1930-1939		1940-1949		1950-1958		Total	
Attendance	N	%	N	%	N	%	N	%	N	%	N	%
Regularly												
Men	3	18.8	5	17.2	12	18.5	26	21.1	47	36.4	93	25.7
Women	3	25.0	9	22.5	19	33.9	25	30.1	31	33.3	87	30.6
Total	6	21.4	14	20.3	31	25.6	51	24.8	78	35.1	180	27.9
Most of the Time												
Men	1	6.3	1	3.4	7	10.8	13	10.6	14	10.9	36	9.9
Women			3	7.5	2	3.6	3	3.6	8	8.6	16	5.6
Total	1	3.6	4	5.8	9	7.4	16	7.8	22	9.9	52	8.0
Sometimes												
Men	8	50.0	12	41.4	24	36.9	26	21.1	34	26.4	104	28.7
Women	6	50.0	12	30.0	14	25.0	25	30.1	14	15.1	71	25.0
Total	14	50.0	24	34.8	38	31.4	51	24.8	48	21.6	175	27.1
Not Given												
Men	4	25.0	11	37.9	22	31.9	58	47.2	34	26.4	129	35.6
Women	3	25.0	16	40.0	21	37.5	30	36.1	40	43.0	110	38.7
Total	7	25.0	27	39.1	43	35.5	88	42.7	74	33.3	239	37.0

Those respondents who report attending church services generally do so in company with hearing friends (Table 66). Of the 406 respondents who attend church at some time, 199 (49.0%) are accompanied by deaf friends, and 103 (25.4%) both by hearing and deaf friends. Only 62, 15.3 per cent of the respondents who attend church, do so in the exclusive company of deaf friends.

As one would expect, the respondents indicate that they know fewer of their fellow church members than they do of their fellow club members; 27.8 per cent of the church-goers report that they know most of their fellow worshippers (Table 67). By way of contrast, more than two-thirds of the club members state that they know most of their fellow club members.

TABLE 66

COMPANIONS AT CHURCH SERVICES, AS REPORTED BY GRADUATES OF SCHOOL FOR THE DEAF

Companions	Before 1920 N	Before 1920 %	1920-1929 N	1920-1929 %	1930-1939 N	1930-1939 %	1940-1949 N	1940-1949 %	1950-1958 N	1950-1958 %	Total N	Total %
Deaf Friends												
Men	3	25.0	6	33.3	10	23.3	5	7.7	7	7.4	31	13.3
Women	2	25.0	5	20.3	7	20.0	6	11.3	11	20.8	31	17.9
Total	5	25.0	11	26.2	17	21.8	11	9.3	18	12.2	62	15.3
Hearing Friends												
Men	3	25.0	8	44.4	20	46.5	36	55.4	52	54.7	119	51.1
Women			12	50.0	13	37.1	31	58.5	24	45.3	80	46.2
Total	3	15.0	20	47.6	33	42.3	67	56.8	76	51.4	199	49.0
Deaf and Hearing Friends												
Men	2	16.7	3	16.7	10	23.3	24	36.9	25	26.3	64	27.5
Women	5	62.5	4	16.7	6	17.1	8	15.1	16	30.2	39	22.5
Total	7	35.0	7	16.7	16	20.5	32	27.1	41	27.7	103	25.4
Not Given												
Men	4	33.3	1	5.6	3	7.0			11	11.6	19	8.2
Women	1	12.5	3	12.5	9	25.7	8	15.1	2	3.8	23	13.3
Total	5	25.0	4	9.5	12	15.4	8	6.8	13	8.8	42	10.3

TABLE 67

KNOWLEDGE OF CHURCH MEMBERS, AS REPORTED BY GRADUATES OF SCHOOL FOR THE DEAF

Members Known	Before 1920 N	Before 1920 %	1920-1929 N	1920-1929 %	1930-1939 N	1930-1939 %	1940-1949 N	1940-1949 %	1950-1958 N	1950-1958 %	Total N	Total %
Most												
Men	6	50.0	4	22.2	18	41.9	13	20.0	24	25.3	65	27.9
Women	6	75.0	7	29.2	7	20.0	16	30.1	12	22.6	48	27.7
Total	12	60.0	11	26.2	25	32.1	29	24.6	36	24.3	113	27.8
Some												
Men	2	16.7	6	33.3	13	30.2	17	26.2	29	30.5	67	28.8
Women	2	25.0	6	25.0	15	42.9	18	34.0	20	37.7	61	35.3
Total	4	20.0	12	28.6	28	35.9	35	29.7	49	33.1	128	31.5
Few												
Men	3	25.0	6	33.3	12	27.9	35	53.8	29	30.5	85	36.5
Women			5	20.8	6	17.1	14	26.4	17	32.1	42	24.3
Total	3	15.0	11	26,2	18	23.1	49	41.5	36	31.1	127	31.3
Not Given												
Men	1	8.3	2	11.1					13	13.7	16	6.9
Women			6	25.0	7	20.0	5	9.4	4	7.5	22	12.7
Total	1	5.0	8	19.0	7	9.0	5	4.2	17	11.5	38	9.4

4. Social Contacts on the Job

For one other aspect of the total complex of social relationships, attention was directed to social contacts on the job. The graduates were asked whether they worked alone or with others, whether they had lunch alone or with others, and whether they travelled home alone or with others. Their responses are summarized in Table 68.

TABLE 68

SOCIAL CONTACTS ON JOB, AS REPORTED BY GRADUATES OF THE SCHOOL FOR THE DEAF

Year of Graduation	Work with Others N	Work with Others %	Lunch with Others N	Lunch with Others %	Travel Home with Others N	Travel Home with Others %
Before 1920						
Men	10	62.5	10	62.5	3	18.8
Women	4	36.4	5	45.5	1	9.1
Total	14	51.9	15	55.6	4	14.8
1920-1929						
Men	20	69.0	8	27.6	4	13.8
Women	20	55.6	17	47.2	9	25.0
Total	40	61.5	25	38.5	13	20.0
1930-1939						
Men	45	71.4	43	68.3	15	23.8
Women	34	61.8	34	61.8	11	20.0
Total	79	66.9	77	65.3	26	22.0
1940-1949						
Men	96	81.4	96	81.4	40	33.9
Women	58	71.6	66	81.5	27	33.3
Total	154	77.4	162	81.4	67	33.7
1950-1958						
Men	86	85.1	81	80.2	42	41.6
Women	52	80.0	56	86.2	25	38.5
Total	138	83.1	137	82.5	67	40.4
Total						
Men	257	78.6	238	72.8	104	31.8
Women	168	67.7	178	71.8	73	29.4
Total	425	73.9	416	72.3	177	30.8

More than three-fourths of the respondents (78.6%) reported that they worked with others rather than alone; almost as large a proportion (72.3%) had lunch with others rather than alone.

As one would expect in a community that covers as large a geographical area as New York City, a much smaller proportion (30.8%) of the group indicated that they travelled home with the other workers.

Men tended to be slightly more gregarious than women in all of these activities.

6. Frequency of Dating

Two questions, addressed to the unmarried respondents in the group, dealt with dating. More than one-fourth (29.4%) of the unmarried respondents indicated that they seldom went out on dates, while an additional 13.5 per cent stated that they dated less than once a week. In general, unmarried men dated less often than unmarried women, and dating was understandably less frequent among older than among younger respondents (Table 69).

Approximately one-fourth (24.3%) of the group indicated that they dated only with hearing persons; approximately one-fifth (20.6%) only with deaf persons. Men were more likely to date solely with hearing persons than women. Approximately one-third (36.0%) of the group stated that they dated both hearing and deaf persons (Table 70).

TABLE 69

FREQUENCY OF DATING, AS REPORTED BY UNMARRIED GRADUATES OF SCHOOL FOR THE DEAF

Frequency of Dating	Before 1920		1920-1929		1930-1939		1940-1949		1950-1958		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Seldom												
Men	2	40.0	2	40.0	7	43.8	15	36.6	30	26.8	56	31.3
Women	1	20.0	3	27.3	5	33.3	3	21.4	17	26.2	29	26.4
Total	3	30.0	5	31.3	12	38.7	18	32.7	47	26.6	85	29.4
Less than Once a Week												
Men					1	6.3	10	24.4	12	10.7	23	12.8
Women	1	20.0	2	18.2	2	13.3	2	14.3	9	13.8	16	14.5
Total	1	10.0	2	12.5	3	9.7	12	21.8	21	11.9	39	13.5
One a Week												
Men					2	12.5	7	17.1	15	13.4	24	13.4
Women			1	9.1	2	13.3	1	7.1	9	13.8	13	11.8
Total			1	6.3	4	12.9	8	14.5	24	13.6	37	12.8
More than Once A Week												
Men	1	20.0	1	20.0	3	18.8	5	12.2	32	28.6	42	23.5
Women							1	7.1	18	27.7	19	17.3
Total	1	10.0	1	6.3	3	9.7	6	10.9	50	28.2	61	21.1
Not Given												
Men	2	40.0	2	40.0	3	18.8	4	9.8	23	20.5	34	19.0
Women	3	60.0	5	45.5	6	40.0	7	50.0	12	18.5	33	30.0
Total	5	50.0	7	43.8	9	29.0	11	20.0	35	19.8	67	23.2

TABLE 70

HEARING OF PARTNERS ON DATES, AS REPORTED BY UNMARRIED GRADUATES OF SCHOOL FOR THE DEAF

Hearing of Partner	Before 1920		1920-1929		1930-1939		1940-1949		1950-1958		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Hearing Only												
Men					4	25.0	14	35.0	30	29.1	48	28.7
Women	1	20.0	2	25.0	1	7.1	2	16.7	11	18.0	17	17.0
Total	1	11.1	2	16.7	5	16.7	16	30.8	41	25.0	65	24.3
Deaf Only												
Men			2	50.0	2	12.5	11	27.5	15	14.6	30	18.0
Women			4	50.0	4	28.6	3	25.0	14	23.0	25	25.0
Total			6	50.0	6	20.0	14	26.9	29	17.7	55	20.6
Both Deaf and Hearing												
Men	2	50.1	1	25.0	7	43.8	7	17.5	44	42.7	61	36.5
Women	2	40.0			2	14.3	2	16.7	29	47.5	35	35.0
Total	4	44.4	1	8.3	9	30.0	9	17.3	73	44.5	96	36.0
Not Given												
Men	2	50.0	1	25.0	3	18.8	8	20.0	14	13.6	28	16.8
Women	2	40.0	2	25.0	7	50.0	5	41.7	7	11.5	23	23.0
Total	4	44.4	3	25.0	10	33.3	13	25.0	21	12.8	51	19.1

III. SUMMARY AND DISCUSSION

A. FAMILY BACKGROUND

Since the School for the Deaf has from the beginning been part of the New York City public school system, it is not surprising that 86 per cent of the graduates were born in that city. From 1900 to 1949 the percentage of those born outside the United States mainland decreased, but rose in the 1950-58 group to 8.6%, a total of 19 graduates. Included in this figure are eight born in Puerto Rico.

Even more significant is the fact that more than half the parents of the entire group of graduates were foreign born. It is clear that a considerable number of the graduates had a bilingual background. Bilingualism presents a problem even for hearing children; for deaf children it is far more serious.. It acts as a serious source of confusion right at the very approach to speech. It is awesome to consider the task of the teacher who is trying to bring to a deaf three-year-old the understanding that specific motions of the lips represent specific ideas, when "milk" in school is "leche" at home.

The deaf graduate is most often a member of a family with two children, though the number ranged from one to sixteen. About half the time, he was the last child born to the family. In all but a small number of cases (3%) the graduate said that his parents had normal hearing, but about 14% reported one or more deaf siblings. There was little difference among the decade-groups in these respects.

In reporting on the occupations of their parents, the majority of the respondents said their mothers were housewives. About half said that their fathers were skilled workers, and most of the others reported higher occupational categories—managerial, professional, proprietor, white collar. The very small number of unskilled workers reported (2.5%) may possibly indicate that better educated parents are more likely to seek special facilities for their children, or have more opportunity to do so. Another possible explanation is that in some cases the respondents upgraded the father's occupation. A good educational level for the parents of handicapped pupils is especially significant; the understanding and cooperation of parents in the education of handicapped children is of major concern to education.

More than half the graduates said they were married; the percentage is 13% higher for women than for men. An unusually small proportion (under 4%) reported a separation or divorce, denoting outstanding stability of marriages.

The question as to whether their former deaf students tended to marry deaf people has long been of interest to the personnel of the School for the Deaf. Almost three-fourths of the graduates have married a deaf person, but women were slightly more likely to do so than men. Similarly, more men than women married a deaf person with speech. In spite of a pronounced tendency for the deaf graduates to marry deaf people, only eleven parents reported that their children (9 of whom are only children) are deaf. The number may be even smaller, since a number of the graduates of the School have married one another.

On the other hand, over one-fourth of the deaf graduates have married hearing persons. This tendency has increased over the decades, and up to the time of the questionnaire, has been most pronounced in the youngest male group.

The deaf male graduate tends to marry a high school graduate; the female tends to marry a person with somewhat less schooling than she has. The greater tendency of the women to marry someone with less speech or education may be related to social pressures on the woman to marry; it has already been pointed out that a larger proportion of the women than of the men are married.

The married graduates most often reported having two children. Many of them, however, were still very young when the reports were made, and this average may be an underestimate.

B. SCHOOL HISTORY

As a group, the graduates first entered a school at the average age of six years one month. Age of entrance, however, has actually decreased over the years for several reasons—more kindergarten attendance, for instance. More significant is the fact that over the decades there has been a steady reduction in the time that elapses between first entrance into school and entrance into the School for the Deaf. The average period has dropped from 4.2 years before 1920 to 2 years for the latest group. Education of the public, a yearly testing program in the regular school, and improved screening procedures have played a part in earlier identification of deaf children. Over the years, the average graduate entered the School for the Deaf at about eight years of age; the establishment of nursery classes at the School in 1942 has made it possible for children to enter before the age of three.

The respondents, as a group, graduated from junior high school a year later than hearing children do. Though the retardation would thus appear to be only one year, the educational retardation is actually far greater.

The natural development of language that ordinarily is well advanced in the normal three-year-old is not paralleled in the deaf child. To him, skill in language and communication comes only through long-term careful training. Even after many years his vocabulary may be limited. It is not surprising, then, that academic achievement lags. Evidence of this is seen in the special reading norms for deaf children determined by the Bureau of Educational Research in 1959.* The norms were developed from a reading test administered by the Bureau to 5,307 pupils in 73 special schools and classes for the deaf in the United States and Canada. This sample constituted about 54 per cent of the total number of deaf pupils of age 10½-16½ who were attending special schools or classes at that time. When achievement is measured by a reading test, there is a marked difference between deaf and hearing pupils: at age 12, for instance, a difference of over three years. This difference grows greater for older students. Of course, there is great variation in achievement among the deaf themselves.

Over the decades, there has been a steady increase in the number of deaf graduates who have continued with their education. Of those who graduated before 1930, two-thirds went only through grade 8; the average 1950-1958 graduates stayed in school through grade 12. About 11 per cent of the total group went on to college and 32 of these completed four or more years of college work. Since 61 of the graduates were still in high school in 1958, this figure is minimal. Comparison of the deaf graduates with the general United States population suggests that the former group may have more years of education than the latter.

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*J. Wayne Wrightstone, Miriam S. Aronow, and Sue Moskowitz, *Developing Reading Test Norms for Deaf Children,* Test Service Bulletin No. 98, Harcourt, Brace and World, Inc. 1962.

The large majority of the graduates went on to New York City public high schools, but afterwards the college-bound tended to go to private colleges. No one field of specialization in college accounts for more than 15% of those with a college education.

One out of every four of the deaf graduates has held part-time jobs while in high school; one out of three has participated in extra-curricular activities during the high school years. Such participation was greatest for the 1950-1958 group. The most popular activity was athletics.

C. OCCUPATIONAL CONDITIONS

While most of the graduates have held a job at some time, about 62 per cent of them are working at the present time (men, 82%; women 36.6%). A striking proportion—about 30%—still hold the first job they obtained after leaving school. The proportion is high even for the older graduates. The tendency to cling to a job may denote dependability and job satisfaction or may indicate timidity about new situations.

The male graduate generally works as a skilled craftsman, usually in the printing trades; the woman is a clerical worker. Only a small proportion of the graduates are in occupations (professional, managerial, service) that are not likely to be automated in the fairly near future. It is probable that some graduates work for small firms where automation is not imminent or likely; for many others, retraining is liable to be a serious problem. The School for the Deaf will also feel the need of steering the pupils towards new occupational goals.

Comparison of the occupations of this deaf group with those of the general population points up dissimilarities. Over one-fourth of the general population is classified somewhere in groups that are Professional, Technical, Manager, or Proprietor; fewer than one-tenth of the graduates are so classified. Few deaf women are in service occupations; 23 per cent of the women in the general population are.

The median salary reported by the total group was $70 a week, but the average for women was lower than that for men. About 18% reported earnings of $100 or more. Though these earnings seem low in general, the figures should be interpreted with caution; graduates not presently working gave the salary earned in the last job.

Comparison of the salaries for this deaf population and for the general population seem to show that the deaf group earn more. This, of course, is a special deaf group, employed in large cities. In addition, it is possible that, even though the questionnaire was anonymous, those who failed to report salaries may have been the low-salaried.

The handicapped person, of course, is liable to have difficulty in getting a job. Some people are repelled by any handicap at all. Further, faulty lip-reading and speaking may misrepresent the deaf candidate's intelligence; the employer may reject the idea that a deaf employee can communicate adequately with other employees. The deaf person is also limited as to the kind of job he can apply for; selling in a department store—the resource for so many women—is an unrealistic resource for the deaf woman.

It is not surprising, then, to find that about two-fifths of the graduates got their first job through relatives, family friends, or their own friends. Less than a fifth of the group found the job through a newspaper ad or a commercial employment agency. Sources of referral in getting the last job held are not unlike those for the first job.

The rising importance of guidance and service in job-getting is reflected in the 1950-58 group, of whom 15 per cent got their first jobs through the Division of Vocational Rehabilitation, and 13% through the State Employment Service. As the effects of automation become more pronounced, handicapped people will need intensified assistance by such organizations. Continuous education for more positive public attitudes toward deaf people as employees and fellow workers is also important.

Nearly all the working graduates said they were "very happy" or "fairly happy" in their jobs, and stayed in their jobs for relatively long periods. They had left the previous job far more often to get a better one than because they disliked it or the people they worked for or with. Another indication of job satisfaction is that the large majority of the graduates felt that their jobs were as good as or better than those held by their friends—hearing or not.

Over half the workers said that while on the job they had to talk almost all the time or part of the time. Only a fourth of the workers reported that they worked in a company that employed other deaf workers.

D. HEARING AND SPEECH

Only a small percentage of the graduates reported that they thought their hearing had deteriorated since graduation. The remainder reported either no change or some degree of improvement.

About three-fourths had used a hearing aid at some time. The proportion who had done so rose steadily from 43 per cent of the oldest graduates to 90 per cent of the 1950-58 group; the average age when the aid was first used declined steadily through the decades from age forty to age eleven. It is clear that the youngest group had had hearing aids while they were still in school. Since 1947 it has been mandatory for deaf pupils to be fitted with aids on entrance to school if they do not already have them.

When, however, the graduates were asked to what extent they presently used hearing aids, a small majority said "occasionally" or "never." The others used their aids "always" or "most of the time." It might be hypothesized that the youngest group, who began to wear aids at a far earlier age than the others, would be more likely to continue using them. This is true to some extent, but the difference is rather small. Fewer of the young people did report no use at all. In interpreting these findings, it must be remembered that the majority of the children attending the School are profoundly deaf, and do not receive the kind of improvement in hearing that one associates with milder hearing losses. About one-third of those who use hearing aids judged that their hearing was greatly improved by them. According to the reports, the aids are more often used for television or movies than for any other purpose.

Since the teaching of oral speech and of lipreading are important in the curriculum of the school, the graduates' present use of these skills is worth determining. Of course, only a subjective judgment could be obtained; it is probable that both overestimates and underestimates were reported. It is evident, however, that lipreading is extensively used by this deaf group. Most graduates said they could lip read very or fairly well; only about 10 per cent reported little or no ability. No particular trend for older or younger graduates is evident.

The graduates were also asked whether they thought their speech had changed since graduation. The majority reported that their speech had become either much or a little better; only a few said it had deteriorated. It is difficult to draw conclusions as to the accuracy of these subjective reports; they *may* have been based on the ease with which hearing people understood the speech. It is true that speech patterns may also deteriorate when training stops, even though speech is used frequently; yet most of the graduates said they do use speech as their usual means of communication with hearing people.

E. LEISURE TIME ACTIVITIES

The importance of lipreading for this deaf group is paramount when their chosen leisure time activities are considered. An item in the questionnaire contained a list of 21 very common activities and the respondents were asked to check those they engaged in. Over 90 per cent of them said they watched television, and nearly as many watched movies. The younger people watched movies more than the older. Both movies and television require skillful lipreading of very deaf people.

Reading was third in popularity. Other popular ways of spending leisure time were similar to those of nonhandicapped people; even dancing was popular, especially among the younger respondents.

The evidence that these deaf people—both men and women — amuse themselves much as the hearing do is reassuring. Whether they will be able to deal with the increased leisure that will result from expanding autotmation is obviously the same problem as for the hearing. It has been said that for the general population, up to now, increased leisure has resulted in increased TV viewing. Is the expanding leisure of both deaf and hearing important enough to cause the elementary and high schools to restructure their curriculums?

F. SOCIAL RELATIONS

The handicapped person is often thought of as an isolate. However, the responses of the graduates of the School for the Deaf to questions about socialization seem to deny that impression effectively.

When asked to report whether they had more deaf or more hearing friends, a small majority indicated the former. The tendency to have more deaf friends drops with the age of the respondents; only the male graduates of 1950-58, however, reported more hearing than deaf friends.

A very large number (61%) of the graduates reported that they were members of a club or organization. Such membership tends to drop somewhat among the younger people. Men reported membership more often than women. Over half of the club members said that they belong to more than one club.

The majority of the club members reported that they attended at least some meetings of their clubs. About half do so in the company of deaf people exclusively, but a larger proportion of men in the youngest group than in all the others reported attending meetings with hearing people exclusively. About two-thirds of the respondents said they knew most of the members in their clubs. A fourth of the club members served their club as committee members or officers. About half of the youngest male group reported that oral speech is used exclusively in their clubs —much the highest proportion among the decade-groups.

Over half the graduates indicated that they were members of a church or temple and nearly two-thirds, some degree of attendance at services. Only fifteen per cent who attended did so in the company of deaf people only.

Most of the respondents work and have lunch with others rather than alone, and about one-third travel to and from work with the other workers. Some social dating was reported by most of the unmarried respondents. About one-third reported dating both deaf and hearing persons. Of the remainder, a somewhat higher proportion date deaf than hearing persons.

G. A FINAL WORD

In interpreting the findings of the present study, it must be kept in mind that this group of deaf people is not representative of deaf people in general. The very fact that they were all graduates of at least a junior high school indicates that they were a select group. In general, they were born and brought up in a large city. They were educated in a day, rather than in a residential, school and lived at home where they were able to mingle with hearing people for the most part. They were taught to communicate through oral speech rather than signing or fingerspelling. Since graduation they have mainly lived and worked in urban areas.

The over-all picture drawn by the responses to the questionnaires is a positive one: it shows the graduate of the School for the Deaf as functioning much as the hearing person does. He has an adequate job, which he likes, has both deaf and hearing friends and fellow employees, feels his speech and lip-reading have improved, can communicate with others, and enjoys much the same kinds of leisure-time activities as the hearing. What is more, the more recent graduates give the impression of even better adjustment to a hearing world than the older ones do.

But the above picture emerges from a consideration of *average* responses. In most of the areas of the questionnaire there were also negative responses. There were some people who did not continue their education, some with small salaries, some who disliked their jobs or fellow workers, some who admitted to little or no ability to lipread or speak. There are undoubtedly some who find it hard to get or keep a job, and some who may be timid of the hearing, or may even be living a rather isolated life.

For the considerable number who do not fit into the cheerful "average," help must be made available in the form of further education training in lipreading and speech.

For the benefit of all the deaf, there should be increased and continuous education of the public towards better acceptance of the deaf and understanding of the problems of deaf people.

APPENDIX

OCCUPATIONS REPORTED BY DEAF GRADUATES

Professional, Technical and Similar Workers

- Accountants and auditors
- Artists
- Designers
- Draftsmen
- Engineers, technical
- Scientists, natural
- Scientists, social
- Social and welfare workers
- Teachers
- Technicians, medical and dental

Managers, Officials and Proprietors

Clerical and Similar Workers

- Clerks
- Mail carriers
- Messengers and runners
- Office machine operators
- Typists

Sales Workers

- Real estate agents and brokers
- Store clerks
- Salesmen and saleswomen

Craftsmen, Foremen and Similar Workers

- Bakers
- Bookbinders
- Cabinetmakers
- Carpenters
- Decorators and window dressers
- Electricians
- Inspectors

Glaziers
Jewelers, watchmakers, goldsmiths and silversmiths
Machinists
Mechanics and repairmen
Painters
Plumbers and pipefitters
Printing craftsmen
Sheet metal workers and tinsmiths
Tailors and tailoresses
Toolmakers, and die makers and setters
Upholsterers

Operatives and Similar Workers

Assemblers
Assemblyline workers
Bag makers
Body and fender men
Button-machine operators
Cutters
Dressmakers and seamstresses
Drivers, deliverymen and chauffeurs
Feeders, press
Floormen and floorgirls
Garment and needle workers
Helpers
Lathe operators
Leather workers
Machine operators, not otherwise specified
Photographic process workers, blue-printers and photostat operators
Power-sewing-machine operators
Repairmen
Sewing, not otherwise specified
Welders and flame-cutters

Service Workers

Beauticians
Cooks
Elevator operators
Housemaids and houseworkers

Laborers

- Bottle washers
- Garbage collectors
- Gardeners
- Helpers
- Odd-job men